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ABSTRACT

Materials are provided to help teachers effectively acquaint students with the range of career opportunities in physical education, sport, and related areas and to offer insight into the process of weaving career education concepts into programs of physical education. An overview of the goals for career education from elementary school through secondary school is presented. Teaching suggestions for curriculum activities infusing career education into existing physical education and sport programs are outlined. Ideas are offered which have a broad application to the total physical education program, and suggestions are made which represent a unit rather than a class activities approach. A process is given by which students can assess their interest in career options in physical education, and an annotated bibliography containing resources for physical educators and students is included. (JD)

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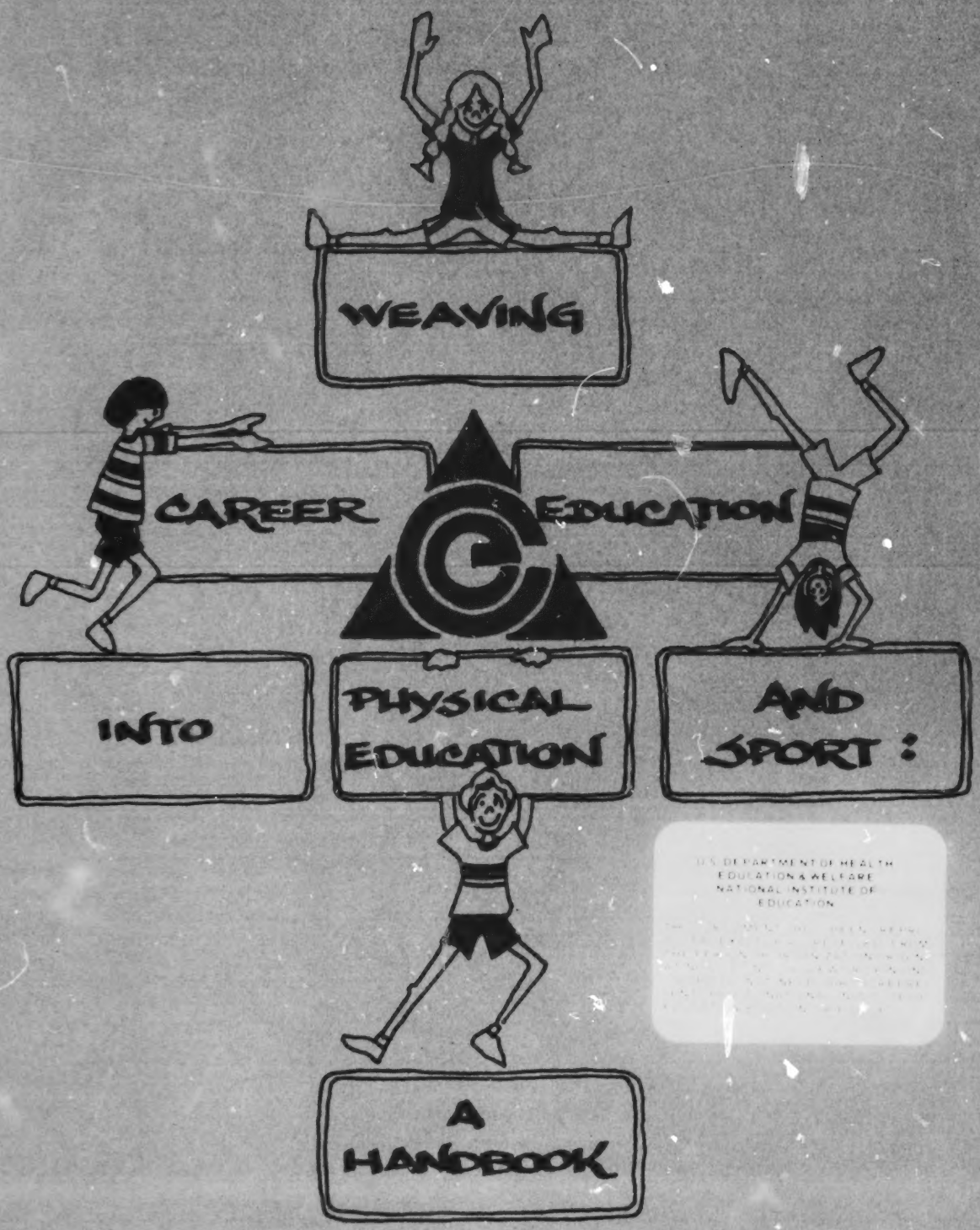

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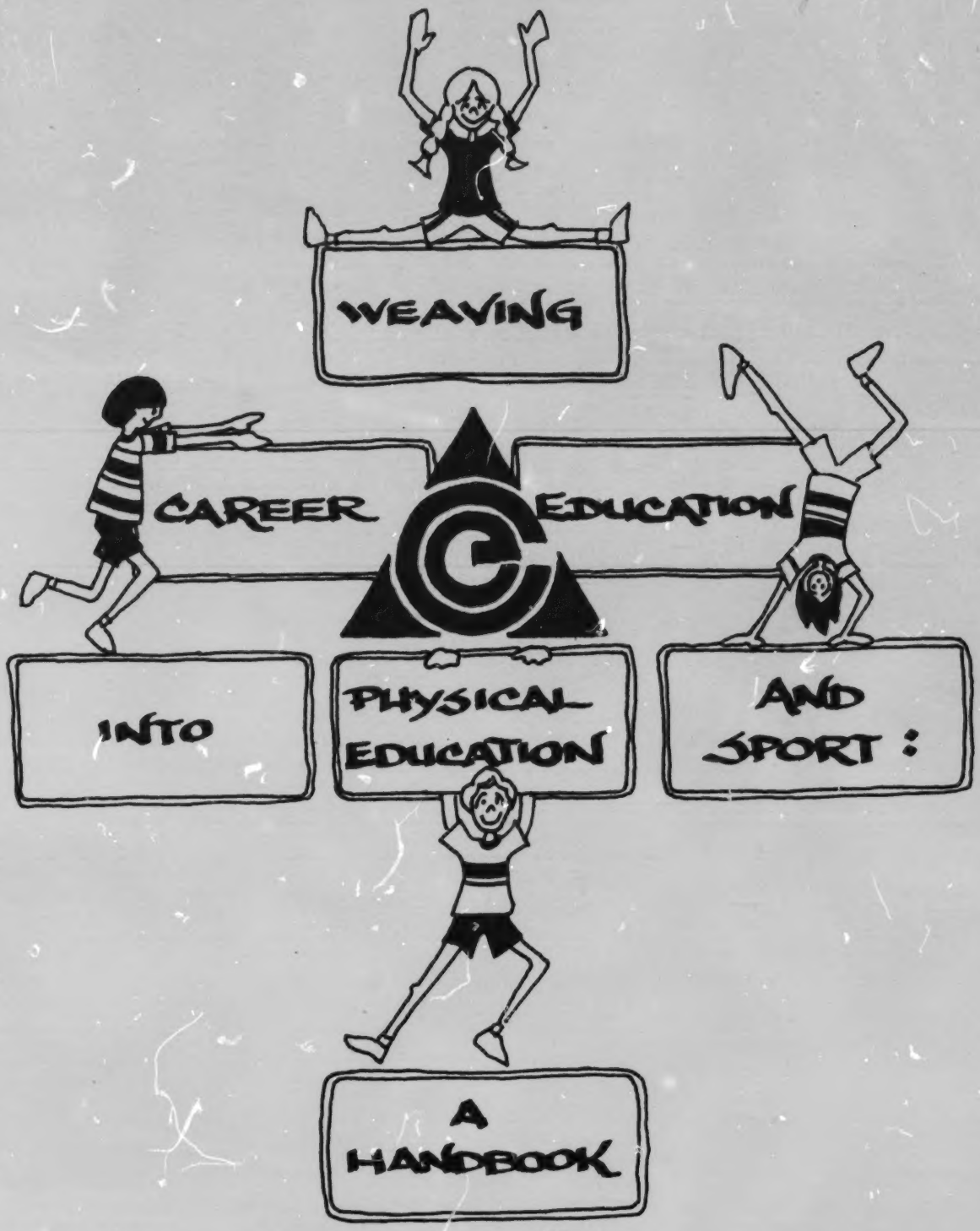
WEAVING
CAREER
EDUCATION
INTO
PHYSICAL EDUCATION
AND SPORT:
A HANDBOOK

The success of this project cannot be measured by the number of people who read this handbook, the number of copies that are sold, or the number of teachers who incorporate career education concepts into their programs. Rather the success of this project can only be measured by the students themselves. Only when the students understand the implications of these concepts in their futures and actually incorporate them into their lifestyles can this project ultimately be considered a success.

AAHPERD publications

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AAHPERD Publications
P.O. Box 704
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Waldorf, MD 20601

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Compiled and edited by George Graham, Charlotte Lambert, MG. Sholtis, Carolyn Keith-Henes, and Leslie J. Kiernan

Cover design by Bonnie Milne Gardner

Typed by Mary Angela Luetkemeyer and Judy Mitchell

Project ACE Steering Committee

Robert N. Aebersold
Slippery Rock College
Slippery Rock, PA 16057

Phyllis Blatz
Chaffey High School
Ontario, CA 91762

George Graham
University of Georgia
Athens, GA 30602

Hank Howe
Glen Arden Woods Elem. School
Lanham, MD 20801

Carolyn Keith-Henes
404 Prince Street
Alexandria, VA 22314

Leslie J. Kiernan
5457 High Tide Ct.
Columbia, MD 21044

Charlotte Lambert
Oregon State University
Corvallis, OR 97331

Robert McLaughlin
Milwaukee Public Schools
Milwaukee, WI 53201

Laurie Priest
AAHPERD
Washington, D.C. 20036

MG. Sholtis
Christopher Newport College
Newport News, VA 23606

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George F. Anderson,
Executive Vice-President, AAHPERD

Carolyn Keith-Henes
Project Director

Roswell Merrick,
Executive Director, NASPE

Leslie J. Kiernan
Project Administrator

Carol L. Thompson
Executive Director, NAGWS

PREFACE

This book represents the ideas, thoughts, and contributions of physical educators and other individuals nationwide, who are interested in connecting career education concepts with physical education and sport. It is written for physical educators and their students, kindergarten through grade twelve, with two major purposes: (1) to assist the teacher in gaining a practical and realistic insight into the process of weaving career education concepts into on-going programs of physical education and sport; and (2) to enable the teacher to effectively acquaint students with the increasingly broad range of career opportunities in physical education, sport, and related areas. The book is divided into the following sections: Introduction, Activities, Strategies, Discovering Career Options, and an Annotated Bibliography.

The Introduction presents an overview of career education and includes a basic definition and goals of career education, and one process for infusing career education into physical education and sport. In the Activities section, teaching suggestions are outlined for infusing career education into existing physical education and sport programs. These activities are developed around six concepts selected from career education and physical education and sport that are mutually supportive. The Strategies section offers ideas which have a broad application to the total physical education program and suggestions which represent a unit approach requiring more time than the activities in the previous section. Discovering Career Options is specially designed for students and presents a step-by-step process

by which students can assess their interest in and increase their knowledge of career options in physical education and sport. The process also includes suggestions for developing a resume and applying for a job. The Annotated Bibliography contains resources for both physical educators and students. It is divided into seven parts: Career Education and Physical Education/Sport for Teachers, Student Reading List, Career Information for Special Populations, Career Information - Other, Audio Visual/Visual Materials, Free and Inexpensive Materials, and Associations/Organizations.

This handbook is designed with an informal format. We hope you find it a helpful and practical guide for infusing career education into the teaching of physical education and sport. For additional information on career education infusion into physical education and sport, refer to the Project ACE publication entitled Infusing Career Education into Physical Education and Sport: Selected Writings, AAHPERD, 1980, (#245-26712).

TABLE OF CONTENTS

Page

I. INTRODUCTION 1

Definition and Goals of Career Education 3

Infusion into Physical Education and Sport 5

II. ACTIVITIES 9

How to Use the Activity Section 11

Activities

Movement Skills 15
Balance of Work and Leisure 35
Physical Fitness 61
Self-Awareness 79
Personal and Social Skills 101
Career Knowledge 133

III. STRATEGIES 161

A School-Wide Sports Olympics 163
A Plan for Career Knowledge Sessions 165
Student Internships 167
Individualized Learning Packets 171
Community Resources - An Expanded Dimension for Physical Education and Sport with Career Education 175
Evaluation Options 181

IV. DISCOVERING CAREER OPTIONS: A SECTION FOR STUDENTS 183

Career Goals Development 185
Career Investigation 185
Information Gathering 188
Experience Opportunities 188
Resume Development 190
Job Responding 193
Employer Identification 195
Career Goals Assessment 196

V. BIBLIOGRAPHY 197

Career Education - Physical Education/Sport Teacher General 199

Page

AAHPERD Publications. 201
Journal of Physical Education and Recreation. . . . 203
Other Publications. 205

Student Reading List
Elementary School 207
Junior High School. 211
Senior High School. 214

Career Information for Special Populations

Handicapped 220
Women 221
Other Minorities. 223

Career Information - Other

General 224
U.S. Government 227

Audio Visual/Visual Materials. 229

Free and Inexpensive Materials 236

Associations/Organizations

Individual/Dual Sports and Physical Activity. 242
Team Sports and Physical Activity 256
Special Interest. 259

VI. CONTRIBUTORS. 269

INTRODUCTION

INTRODUCTION

In recent years, professionals in physical education, sport, and related fields have focused on the issue of careers. Most professional meetings give program time to discussions on career options, the development of interdisciplinary programs, and other topics and strategies to expand career fields. Professional publications devote space to articles related to careers and publish descriptions of innovative career preparation programs. While this effort has been informative and valuable, it has only slightly touched upon the concepts behind career education. Too often programs have addressed the question "What will I do if I cannot find a teaching job?" This may be a legitimate question, but career education encompasses much more than the discussion of career options.

Definition and Goals of Career Education

In A Primer for Career Education, Kenneth B. Hoyt, Director of the U.S. Office of Career Education, defined career education as

> ...an effort aimed at refocusing American education and the actions of the broader community in ways that help the individual acquire and utilize knowledge, skills, and attitudes necessary to make work a meaningful, productive, and satisfying part of his or her way of living.

The key concept underlying this definition is the interpretation of the word "work." The traditional meaning of work as "paid employment" is far too narrow in today's world and the world of the future. Work may include volunteer activities, leisure activities, and family and

home-oriented activities. According to Hoyt, work is "meaningful" when the individual recognizes the societal importance and contributions of the work he or she performs. The word "productive" means that the work performed provides benefits to the individual and/or to others. The word "satisfying" indicates that the individual feels more worthwhile as a human being because of the work he or she performed. Hoyt's definition acknowledges the individual's need to achieve and to feel satisfaction associated with the successful completion of a task. Thus, career education encompasses one's total way of living.

Often there is confusion about the difference between career education and vocational education. Vocational education is a more specific program of study taught by vocational education specialists. The goal of vocational education is to equip students with specific job skills for immediate employment following graduation. Career education, on the other hand, focuses on more than acquisition of specific job skills and is incorporated into the total school curriculum, kindergarten through grade twelve. Some of the goals of career education are to:

- develop students' understanding of the role of work in society
- help students develop a personally meaningful set of work values and habits
- equip youth with the basic academic and physical skills that will be essential to them regardless of the work they choose to perform during their adult lives
- help students develop realistic self-concepts and an understanding of educational and career opportunities to assist them in making informed career decisions

- prepare youth to adapt to change in ways that are beneficial to both the individual and society
- assist students in finding meaning and satisfaction in their use of leisure time
- equip students with career decision-making, job-seeking, and job-getting skills
- develop students' awareness of the means available to them for continuing education
- develop student attitudes that look beyond traditional careers.

Career education is consistent with the goals, approaches, and methodology of quality education programs which strive to prepare youth to become contributing members of society. It is a process with the overall goal to prepare individuals to have a healthy and realistic perception of their roles, both now and in the future. Physical education can play a significant role in the career education process because of its unique emphasis on the development of movement skills and knowledge, fitness, and leisure. Physical education and sport infused with career education promotes a better understanding of the world of work, and helps students develop skills and knowledge which can enhance their lifestyles in both the working and leisure worlds.

Infusion into Physical Education and Sport

Career education is integrated into the curriculum through the process of infusion. Infusion is based upon enrichment of the subject matter, not replacement of subject matter. It involves integrating only those aspects of career education which actually relate to the

subject matter being studied: in other words, showing students the relationship of what they are learning in class to the world of work. Illustrated as a weaving process, career education is the thread which is woven into the existing curriculum--in this case, physical education and sport.

The following process is one approach to infusing career education into physical education and sport. First, identify the goals of career education and the goals of physical education and sport. Next, analyze both sets of goals and determine which career education goals relate specifically to physical education. From these selected goals, concepts can be developed. This process will help to identify those aspects of career education which are relevant to physical education and where they can be integrated into the existing physical education curriculum.

The process described above was used to determine which concepts would be selected for this handbook. The resulting concepts then served as guides for the development of sample teaching activities. The concepts which were selected are:

Concept #1 - Movement Skills
Sample Development Idea - Different movement skills are required and emphasized in different types of work.

Concept #2 - Balance of Work and Leisure
Sample Development Idea - Wise use of leisure time can help relieve stress, maintain fitness, and provide for self-expression and personal development not found through work.

Concept #3 - Physical Fitness
Sample Development Idea - The components of fitness, such as endurance, strength, and flexibility, contribute to health and efficiency in work performance.

Concept #4 - Personal and Social Skills
Sample Development Idea - Development of personal and social skills related to successful performance in the world of work. For example, punctuality, concentration, responsibility, cooperation, decision-making and leadership skills.

Concept #5 - Self-Awareness
Sample Development Idea - Identification of interests, abilities, likes, dislikes, attitudes, and values can help prepare one for a more satisfying lifestyle in both work and leisure pursuits.

Concept #6 - Career Knowledge
Sample Development Idea - Development of awareness of the many career options found in physical education, sport, and related areas.

A description of each of these concepts is included in the Activities Section on the page preceding the sample activities.

In conclusion, career education in physical education and sport encompasses much more than the identification of career alternatives to teaching. Career education can help individuals to assess their personal interests, abilities, and values and to increase their awareness and understanding of the world of work. By developing understanding of one's self and knowledge of career opportunities, each student will be better prepared for making realistic and satisfying decisions for his or her future. With their unique emphasis on motor performance, physical education and sport can play a significant role in career education.

ACTIVITIES

How to Use the Activity Section

This section is organized by the six selected concepts: Movement Skills, Balance Between Work and Leisure, Physical Fitness, Self-Awareness, Personal and Social Skills, and Career Knowledge. Sample activities for infusing career education into physical education and sport were developed for each concept. These activities may be used in the existing curriculum, serve as a springboard for other ideas, or be the basis of new class activities. The concepts selected and the activities developed are by no means inclusive or the only possibilities for linking career education with physical education and sport. Activities dealing with Movement Skills are located on pages 15-34. Those for Balance Between Work and Leisure are on pages 35-60. Physical Fitness activities are found on pages 61-78. Self-Awareness activities are on pages 79-100. Personal and Social Skills, pages 101-132 and Career Knowledge, pages 133-159.

Preceding the activities for each concept is an illustration and an introduction page. The illustrations can be used to introduce the concepts to the students. The introduction page provides a brief description of how the concept relates career education with physical education and sport.

The activities are written in a standard outline format, using the following headings: Concept, Level, Location, Objective, Materials, Activity, Notes, and Expansion. See Figure 1 on page 13 for a sample of this format. The level of the activity is identified as awareness, exploration, or preparation. Awareness level activities are

introductory examples. Exploration activities are intermediate level suggestions and preparation identifies a more advanced activity level. All of the activities can be modified to meet individual and class needs. For this reason, grade levels have not been assigned to the activities. The Location of the activity is identified as either school or community. School indicates that the activity can be done in the space normally used for physical education activities, whereas community indicates the activity requires travel to a community facility or inviting guests to the school. The learning Objective of each activity uses the stem "The students will...." Some of the activities have multiple objectives. The Materials heading identifies equipment or materials required for the activity. In some cases these materials are optional; in other cases the selection of materials is dependent upon decisions the students make as they pursue the activity. A suggested procedure for the activity is outlined under the Activity heading. The Notes section includes comments and resources which are pertinent to the activity. There is also space for personal notes as you plan and use the activity. The Expansion section offers suggestions for expanding or continuing the activity further.

Remember that these activities represent only a few examples of how career education can be infused into physical education and sport.

Figure 1

Activity Format Guide

CONCEPT: One of the six concept ideas

LEVEL: Three possibilities: Awareness, Exploration, or Preparation

LOCATION: Where the activity takes place (School, Community, or School/Community)

OBJECTIVE: The stem, "The students will...."

MATERIALS: The materials and equipment required to perform the activity

ACTIVITY:

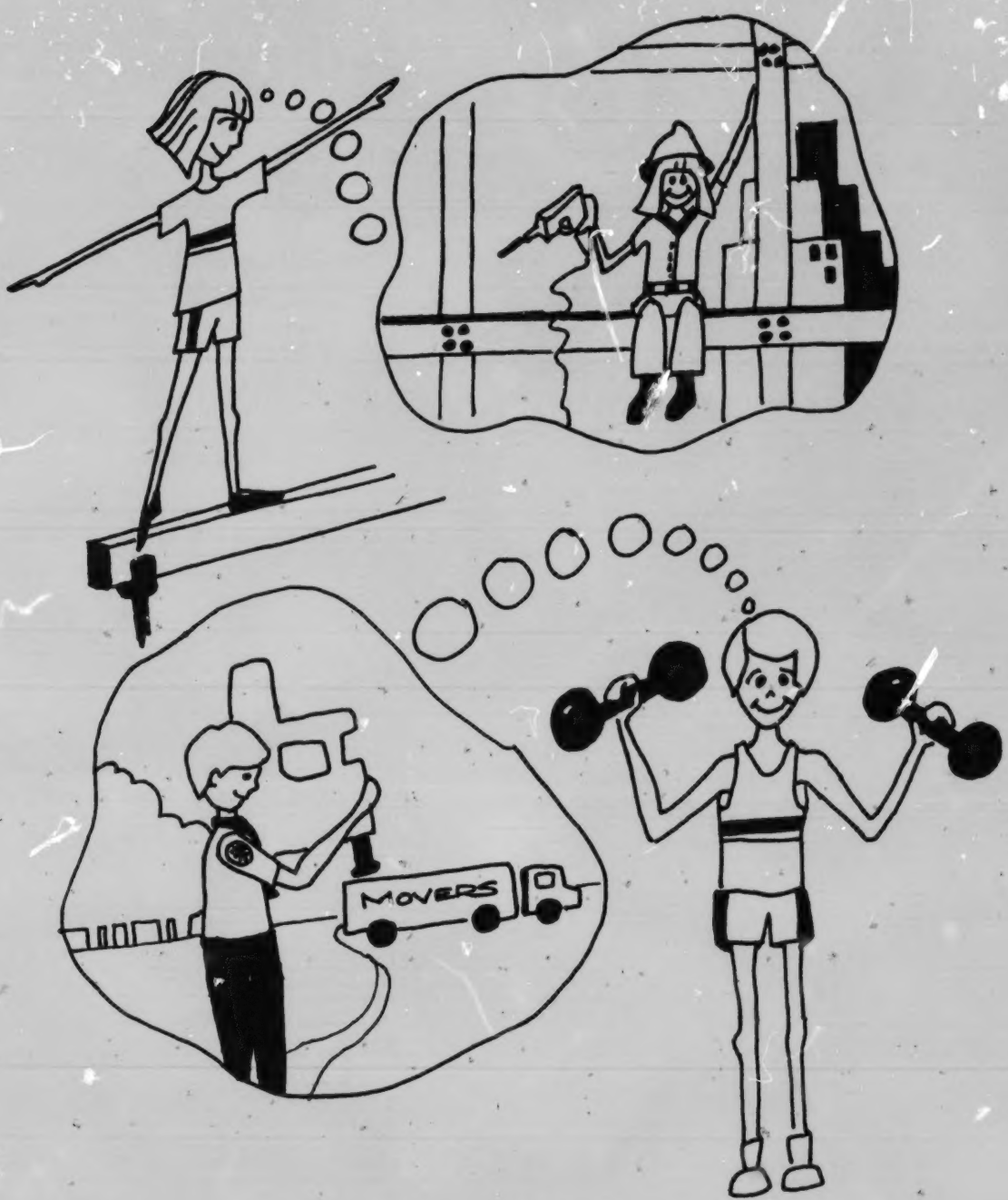
An outline procedure

NOTES:

Special comments and space for personal notes.

EXPANSION: Suggestions to expand the activity depending on interests of the students and teacher.

MOVEMENT SKILLS



MOVEMENT SKILLS

This concept is approached in two stages. The initial stage involves developing students' awareness of the varieties of movements that are employed in different types of work by providing opportunities for them to explore a variety of movements characteristic of different types of jobs. The second stage involves helping students to develop a foundation of movement skills that may someday be a basis for successful performance in a job.

CONCEPT: MOVEMENT SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - understand that work tools are often moved in ways that they can move their bodies.

MATERIALS: Hand tools such as hammer, crow bar, screwdriver, or pictures of tools (optional)

ACTIVITY:

1. Show the students a tool and ask them to show you the type of movement made by that tool. Demonstrate the action of some of the tools if you wish.

2. Discuss with students what kind of movements are involved. For example,
   Hammer - forceful stretching and contracting
   Axe - forceful stretching and contracting
   Crow bar - rising and sinking slowly and forcefully
   Screwdriver - clockwise and counter-clockwise turning at increasingly slower or faster speeds
   Paint brush - sideways and/or up and down
   Saw - rhythmical traveling forward and back with sudden changes in direction
   Drill - spinning from high to low levels and back up again

(Continued)

NOTES:

If tools are not available, pictures of different tools can be shown to the students.

It is important that the students focus on the movement made by the tool. For example, the students would turn their entire body to demonstrate the movement of a screwdriver, not simply turn their arms to show how a screwdriver is used.

3. Ask the students to identify other tools and demonstrate their movements.

EXPANSION:

* The physical education instructor could suggest the following activities to the classroom teacher:

  Have the students learn how to spell the names of the different tools.

  Ask the students to draw and label the different tools.

  Have the students find pictures of individuals using different tools in a work situation, or invite individuals from the community to visit the school and demonstrate how their different tools are used: for example, a plumber, an auto mechanic, a dentist, a television repairer.

CONCEPT: MOVEMENT SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - be aware of how different movements such as climbing, stretching, and bending are used in work.

- develop their climbing and stretching skills.

MATERIALS: Climbing equipment such as ladders, stall bars, cargo nets, scaffolding, tables

ACTIVITY:	NOTES:
1. Explain that fruit pickers travel from one place to another as the seasons change and the fruit ripens. Their job is to pick fruit quickly and safely.	If fruit trees are not common to your geographic area, select another type of job that requires climbing and stretching: for example, carpenter, firefighter.
2. Ask students to demonstrate the types of movements that fruit pickers use as they pick fruit. For example, stretching and bending in different directions, and climbing to high levels.	
3. Make sure that students understand the concepts of stretching and bending in different directions and levels. Challenge them to climb a piece of apparatus and pick the fruit that they could not reach from the ground.	Students need to already have experienced different types of climbing apparatus prior to this activity and be aware of safety.
4. Have them move to a different piece of apparatus and continue until they have used all the pieces of apparatus.	These movements can be done to different rhythms and at varying speeds. For example, guide the class by using a rhythm drum or tambourine.

(Continued)

5. Ask the students to name other jobs that employ these movement skills. For example, telephone repair person, house painter, construction worker, window washer, roofer.

6. Have the children experience climbing and stretching from the perspective of these different types of jobs.

Students can perform different movements as classmates try to guess the type of work being done.

EXPANSION:

* Any movements commonly performed by workers can be analyzed and presented to students to develop their awareness of how different movements are developed in various occupations. Examples include balancing for steel workers or roofers, lifting and carrying for movers, and bell hops.

* Students can find pictures in magazines of movements employed by different workers. These pictures can be used as a bulletin board display.

CONCEPT: MOVEMENT SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of different rhythms used to perform different jobs.

MATERIALS: Rhythm drum (optional)

ACTIVITY:

1. Explain that almost everything in life has a rhythm to it. Have students listen to the rhythm of their breathing.

2. Have students travel around the area, moving at different rhythms. For example, even beats and uneven beats at fast, moderate and slow speeds.

3. Explain that people move with different rhythms as they work. For example, waiter with a heavy load of dishes, paper boy or girl peddling a bicycle.

4. Have students move to the rhythms of various jobs: carpenter--sawing; orchestra leader--conducting; basketball player--dribbling a ball; jockey--riding a horse; dentist or coal miner--working with a drill.

5. Ask the children to pick out a job they like best and demonstrate the rhythm of that job through movement.

NOTES:

Audio tapes of people working at different rhythms can be made and used as catalysts for moving to different rhythms. For example: secretary--typing, carpenter--hammering.

Job examples students are familiar with in the community would be good examples to use. The students could be guided by drum beats.

(Continued)

6. Ask the students to identify different jobs that use the same rhythm.

EXPANSION:

* Students could take the idea that jobs have different rhythms and expand it into a dance. Students could create their own rhythm accompaniment with tambourines, cymbals, or select recorded music.

CONCEPT: MOVEMENT SKILLS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - experience lifting and carrying objects in an efficient manner.
- understand how proper lifting and carrying techniques can increase work efficiency and decrease risk of injury.

MATERIALS: Objects of various sizes, shapes, and weights such as boxes, benches, chairs

ACTIVITY:

1. Place objects of various sizes and weights at different levels around the room (on the floor, at waist level, overhead).

2. Ask students to identify jobs that they perform which require lifting and carrying objects. For example, taking out garbage, carrying grocery bags, babysitting.

3. Identify and discuss the safety factors in correctly lifting and carrying as related to above jobs. For example:
   - stooping to lift low objects and using leg muscles instead of back muscles to lift and support weight
   - testing the weight of an object using proper lifting technique to see if it can be lifted without strain
   - facing the direction the object will be carried before lifting it
   - having a stable base of support before lifting
   - dividing or sharing a heavy load.

NOTES:

Newspapers can be used to weight down boxes.

(Continued)

4. Have the students lift and carry objects from various levels.

5. Ask the students to describe the differences in lifting and replacing ojbects at different levels.

EXPANSION:

* Other body mechanics skills such as pushing, pulling, standing, sitting, and walking can be explored.

CONCEPT: MOVEMENT SKILLS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - identify the types of movements they like to perform and identify work activities that use those movements.

MATERIALS: Depend on activities selected

ACTIVITY:

1. Design activities for the students to perform which use different types of movement. For example:

   fast - slow
   heavy - light
   large space - small space
   straight - circular direction
   even - uneven rhythm
   different body parts

2. Have the students participate in each of the activities.

3. Ask the students to identify the activities they personally preferred performing. Have the students identify the types of movements (fast-slow, heavy-light, etc.) they used to perform the activities.

4. Ask students to identify jobs that use the different types of movements they prefer. For example: carpenter hammering--fast, heavy, straight direction; painter--slow, light, straight direction.

(Continued)

NOTES:

Different activity stations could be set up for the various types of movement: for example, volleyball spike (fast, heavy), badminton drop shot (light). Different folk dances could be performed with varying rhythms, directions, and weight.

EXPANSION:

* Students can present a demonstration on different types of work movement for a school program.

* Ask students to identify different sports and leisure activities that use the types of movement they like.

CONCEPT: MOVEMENT SKILLS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - observe and practice movement skills used in a job they are interested in.

MATERIALS: None required

ACTIVITY:

1. Help students develop a movement observation form. The forms might include body parts used, rhythm, direction, level, speed, force (weight), types of locomotor and/or non-locomotor movement.
2. Have the students identify a job they are interested in, discuss what kinds of movements might be used in job performance.
3. Have the students arrange to observe a person performing a job they are interested in, and observe and record a description of the movements on the observation form.
4. Ask the students to create a game or dance using the types of job movements they observed and demonstrate their games or dances to the class.

EXPANSION:

* Students could explore other ways to perform the job movement and determine whether there is a more efficient way to perform the job.

NOTES:

A review of the components of movement and a practice run in observing in class will help students to focus their observation on the job movement instead of the job product. Video tapes or movies of individuals performing various jobs could be used to practice observing.

CONCEPT: MOVEMENT SKILLS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - assess their present level of skill development in relation to different skills used in a variety of occupations.

MATERIALS: Poster board and any available gym equipment. For example: mats, jump ropes, balls, climbing ropes, vaulting horse, balance beam, ladder, chairs, bleachers

ACTIVITY:

1. Assist students in designing a career-related obstacle course. Job-related skill stations can be set up to test agility, strength, and endurance. For example: job-related agility tests might include a horizontal ladder (painter), rope climb (telephone repairer), balance beam (construction worker).
2. Ask students to prepare score sheets and posters to be placed at each obstacle describing the test, what occupations are related to it, and how points are scored.
3. Have students go through the obstacle course and self-assess their performance.
4. Discuss with students what they learned from the experience. For example, what skills would they like to improve?
5. Encourage students to continue using the course to reach self designed goals.

NOTES:

Instructors should help students with individual scoring the first time they experience the course. The score sheets can help students to determine their improvement over a period of time.

After the course has been set up, students may wish to make modifications to it, if it is too challenging or not challenging enough.

EXPANSION:

* Students could design a career-related obstacle course at home to practice with their parents.

CONCEPT: MOVEMENT SKILLS LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The students will - experience the physical requirements and demands of different types of jobs.

MATERIALS: None required

ACTIVITY:

1. Discuss the different levels of fitness and dexterity required in various jobs. For example: physical therapist, nurse, construction worker.

2. Make arrangements within the school or community for students to experience first-hand the physical demands of various jobs.

3. Have the students report back to class on the physical demands of the jobs they experienced.

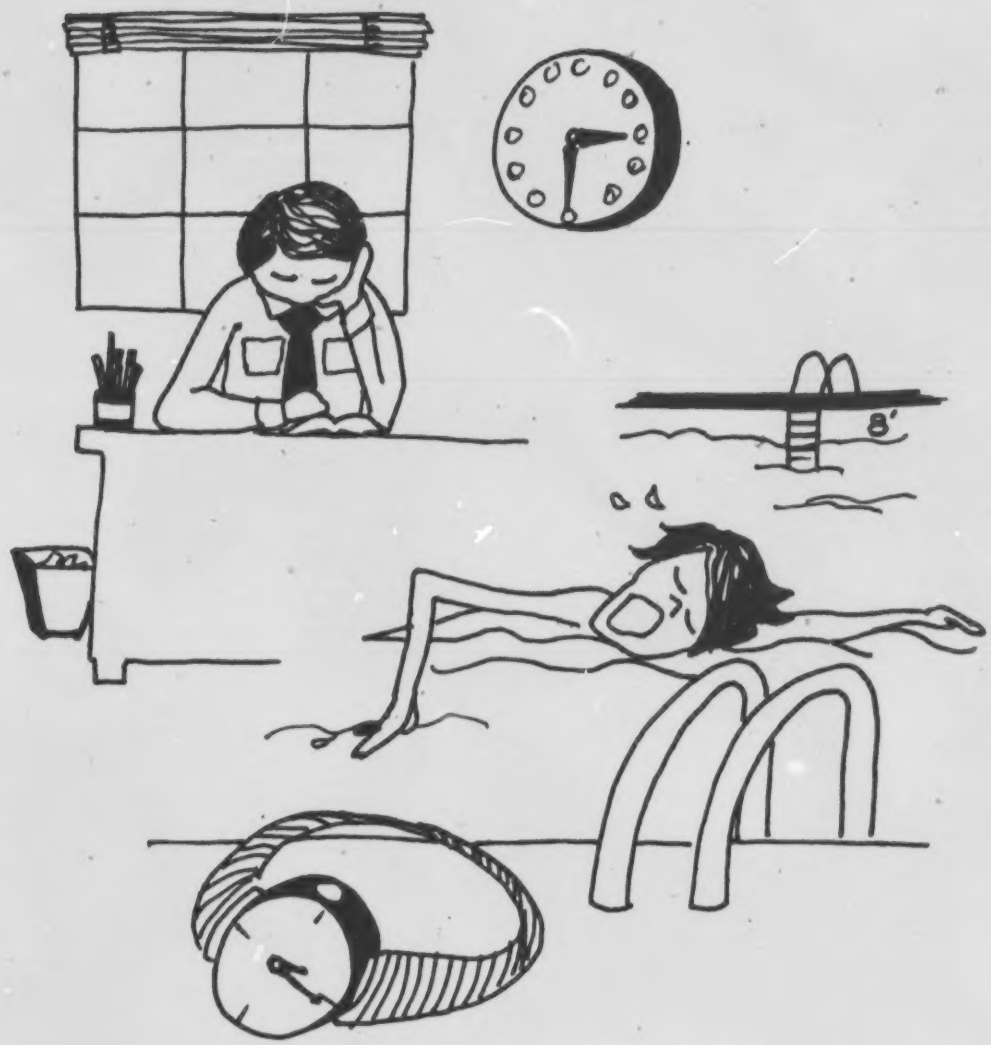
EXPANSION:

* Students could experience the physical demands of many jobs over the course of a year. For example: mailcarrier, bellhop, delivery truck driver, stock person, construction worker.
* Student reports of the physical demands of different jobs can be reported orally or can be written and classified for future reference by other students. Audio or video-tapes can also be made for future use by other students.

NOTES:

Students could be assigned to the job of trash collector on campus. This could mean spending an entire day or part of a day, walking around the campus picking up trash. Other jobs at the school might include unloading food deliveries for cafeteria, window washing, floor cleaning. Jobs in the community might include physical therapist, construction worker, nurse, stock clerk.
If it is not possible to have the students experience jobs first-hand, one alternative is to invite individuals to speak to the students about the physical demands of their jobs. If possible, videotape the visit for use in the future.

BALANCE OF WORK AND LEISURE



BALANCE OF WORK AND LEISURE

This concept area focuses on developing students' understanding of the role of leisure and helping students to determine leisure interests and the leisure resources available to them. Through these activities, students will learn that leisure is a complementary balance to work throughout one's lifetime. Leisure is not something saved for retirement years, but can complement work by providing means for relief of work-related stress, maintaining fitness, social interaction, self-expression, and personal development.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - develop an awareness of what leisure is.

- identify how their leisure time is spent and the amount of physical activity involved in their leisure pursuits.

MATERIALS: Paper

ACTIVITY:

1. Discuss what leisure is (a state of mind, free time, a lifestyle) and the different reasons that people engage in leisure activities (relief of stress, enjoyment, maintain fitness, social interaction, self-expression, personal development).

2. Have each student draw a 24 hour clock and divide it into sections with each section labeled as time he or she spends in work, sleep, or leisure.

3. Have students determine how much time they have for leisure each day and make a list of activities they pursue during their leisure time.

4. Have students divide their leisure activities according to the amount of physical activity required. For example, light activity, moderate physical activity, a lot of physical activity.

NOTES:

Emphasize that work activities can include chores at home, school activities, and community involvement.

(Continued)

5. Based on how their leisure time is divided among physical activity categories, have students select one physical education activity they could pursue during their leisure time.

6. Have students repeat this process, steps #2 through #4, at a later date and determine any changes in their balance between work and leisure activities, the activities they engage in during time, and the amount of physical activity involved in their leisure pursuits.

EXPANSION:

* Students could compile a class book of what leisure activities they pursue and the amount of physical activity involved.

* Students could chart how their parents or other workers use their leisure time and classify the activities by the amount of physical activity required.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of a variety of work and leisure activities.

MATERIALS: Selected stories, filmstrips, films, or other visuals

ACTIVITY:

1. Discuss with students the difference between work and leisure.
2. Have students keep a list of the different work and leisure activities that characters in stories they read or filmstrips and films they see participate in.
3. Have students observe leisure and work activities at home and in the community and add these activities to their list.
4. When a number of both work and leisure activities have been collected, have students develop a skit in which they participate in the different activities included on the list.

NOTES:

Expand the definition of work beyond paid employment and leisure beyond free time.

EXPANSION:

* Ask students to compare work and leisure activities of today with those of the past and those which may be done in the future.

This could be coordinated with English and Art classes. Students could do a narrative history or mural depicting past, present, and future work and leisure activities.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - experience new types of leisure activities.
- identify what they like and dislike about different leisure activities.

MATERIALS: Depend on activity selected

ACTIVITY:

1. Discuss with students the different ways leisure activities can be classified. For example, individual or with others, physically active or sedentary, outdoor or indoor, lots of equipment or no equipment, special setting or any setting.
2. Have each student select one type of activity that he or she has not done before, and try it during his or her leisure time.
3. Encourage students to try a new activity each week and report back to the class why they liked the activity or not.

EXPANSION:

* Students can create a visual display that shows a leisure activity they personally do.
* Students can demonstrate to the class a new activity that could be used during leisure time.
* Students could set up a school or community-wide "Leisure Exchange" where participants share and exchange their leisure activities with others.

NOTES:

Students could work in groups and exchange their leisure activities. Students who already participate in a selected activity could share their knowledge of the activity and any necessary equipment with students who are trying the activity for the first time.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore how others experience leisure.
- identify how physical education relates to leisure.

MATERIALS: None

ACTIVITY:

1. Have students survey other students, teachers, administrators, and people in the community to find out the following:
   a. What they think leisure is
   b. How they spend their leisure time
   c. If they think they have a good balance between leisure and work
   d. What, if anything, they would like to change about their leisure time and leisure activities.

   NOTES: Students could survey one person from each category and a committee could tabulate results.

2. Compile the survey results and, on the basis of results, discuss in class how physical education could contribute to the use of leisure time.

   NOTES: The survey results could be written up as a feature article for the school newspaper.

3. Divide the class into groups and have each group demonstrate how physical education relates to leisure.

   NOTES: This presentation can be in skit form, but should demonstrate some understanding of leisure, results of the survey, and how physical education can contribute to use of leisure time.

EXPANSION:

* Students could present survey results and a list of how physical education benefits leisure to the mayor and have a city-wide leisure day proclaimed.
* Students could demonstrate ways physical education contributes to leisure time at a local shopping center.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: EXPLORATION LOCATION: SCHOOL/COMMUNITY

OBJECTIVES: The students will - explore a leisure activity they might enjoy.

- identify those skills and conditions necessary to pursue the activities they select.

MATERIALS: Leisure activity information sheet

ACTIVITY:

1. Ask each student to select one leisure activity he or she has never done but might like to do.
2. Have the class develop a leisure information sheet.

   This could include a description of the activity, equipment and space needed, contributions of physical education and sport, the cost involved, the time involved, helpful community resources, and other factors.
3. Have students arrange to observe and, if possible, participate in their selected activity.
4. Have students complete the leisure activity information sheet on the leisure activity they observed and/or performed and then assess their interest in the activity--very interested, somewhat interested, no longer interested.

   Students could accompany their parents playing golf, bowling, tennis, etc. or attend a free introductory clinic.
5. Hold a class discussion so that students can share information on the leisure activities they experienced.

   This can include why they liked or disliked the activity and how physical education helped or could help with the skills and knowledge needed to participate in the activity.

EXPANSION:

* Students can prepare a leisure time bulletin board or display that includes their leisure activity information sheets, pictures, and materials from organizations and associations related to the activity.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: EXPLORATION LOCATION: COMMUNITY

OBJECTIVE: The students will - explore the recreational opportunities available for leisure use in the community.

MATERIALS: Transportation to a local recreation center

ACTIVITY:

1. Hold a class discussion on the various types of recreational activities people can engage in and identify recreation facilities available in the local community.
2. Arrange for students to visit a local recreation facility.
   a. Have students observe and investigate the functions of the specific features of the facility.
   b. Have students participate in the leisure activities available at the facility.

   Make visit arrangements in advance with the facility manager. Inform the manager of the objectives of the visit.

   If school transportation is not available, a representative of the recreation facility could be invited to make a presentation at the school or students could perhaps visit a recreation facility on their own.
3. Have the students write a brief report of their findings and demonstrate to the class what they learned about the recreational activity.

   Student reports could be used for a display entitled "Recreation in the Community."

EXPANSION:

* Students could suggest other recreational facilities they think the community needs and how school facilities could be used to meet some of these needs.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The students will - examine the different types of recreation.

MATERIALS: None

ACTIVITY:

1. Discuss with students the major types of recreation. For example, outdoor, municipal, therapeutic, commercial.
2. Ask the students to choose one type of recreation and interview (individually or in groups) a person working in that area. For example,
   a. Outdoor - park ranger
   b. Municipal - city or county recreation center director
   c. Therapeutic - convalescent home recreation therapist
   d. Commercial - bowling alley attendant
3. Have the students devise their questions prior to the interview. Suggested questions could include the following:
   a. What leisure needs do you help others to meet in your job?
   b. How do you help people expand their leisure skills?
   c. What benefits do you feel people obtain from leisure time pursuits?
   d. How do you, in a simple lesson, get someone started in your leisure interest area?
   e. What do you believe the future holds for this leisure interest area? For example, expansion and spin offs.

NOTES:

Resource books may be substituted for visitations.

(Continued)

4. Have the students assume the roles of the people they interviewed and share their findings in a class role playing situation.

This activity can be coordinated with an English class assignment.

EXPANSION:

* Skits could be prepared by students who chose the same type of recreation. Skits could illustrate the variety of job settings in one type of recreation. For example, commercial recreation settings include bowling alleys, ski slopes, skating rinks.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVES: The students will - look at what leisure personally means to them.
- develop a leisure plan for both now and the future.

MATERIALS: Selected quotations - refer to following sheet

ACTIVITY:

1. Have students read and comment on selected quotations about leisure. For example,
   a. Which quotation do you think best expresses your idea of leisure? Why?
   b. What problems do the authors see with the pursuit of leisure?
   c. What does each author like or dislike about leisure?
   d. If you were to write a quotation about leisure, what might it be?

2. Discuss with students the following questions:
   a. What does leisure mean to you?
   b. How do you see people attempting to fill their leisure time (consuming, being busy, escaping)?
   c. What do you look for in leisure experiences?
   d. What changes are occurring that will change the meaning of leisure time (early retirement, shorter work week, job sharing, rapid career changes)?

3. Have students develop a workable plan of how they can now spend their leisure time, how they might spend their leisure time in their middle years and in their later years.

(Continued)

NOTES:

Refer to quotations on page 55.

4. Have students code the activities from their leisure plans. For example,
   Put a $ by those which cost money.
   Put a T by those which require travel.
   Put a C by those which require a special climate.
   Put an E by those which require special equipment.
   Put an S by those which require special skills.
   Put an F by those which require special facilities.

5. After coding their activities have students consider what future changes might affect their leisure life plan. For example, amount of income, amount of leisure time, living location, change in skills, change in attitude, etc.

EXPANSION:

* Students can start a display of leisure activities they think will become more popular in the future. This can include magazine and newspaper articles and their original ideas.

* Students can develop a leisure activity resource file students could use for a lifetime.

LEISURE DISCUSSION QUOTATIONS

Education today faces many challenges. One of them is leisure. If all that was required was increased emphasis on hobbies or activities, the problem would be non-existent. What is actually required is the making of a creative, life-seeking individual, someone who has confidence in the limitless possibilities of his/her own development, someone who is not intimidated by the prospect of an open hour.

Adapted from Norman Cousins

We are all of us compelled to read for profit, party for contacts, lunch for contracts, bowl for unity, drive for mileage, gamble for charity, go out for the evening for the greater glory of the municipality and stay home for the weekend to rebuild the house.

Walter Kerr

Seeking and realizing a style of life gives leisure its greatest significance.

Joffre Dumazedier

Man does not cease to play because he grows old; man grows old because he ceases to play.

G. B. Shaw

There is a part of me that wants to write, a part that wants to theorize, a part that wants to sculpt, a part that wants to teach...To force myself into a single role, to decide to be just one thing in life would kill off large parts of me. Rather, I recognize that I live now and only now, and I will do what I want to do this moment and not what I decided was best for me yesterday.

Hugh Prather

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - develop a personal charter for leisure.

- select a physical education goal and activity to meet one selected article from their leisure charter.

MATERIALS: None

ACTIVITY:

1. Have students develop a personal charter for leisure based on their personal definitions of leisure, their leisure needs, leisure interests, and the abilities they have and those they wish to develop.
2. Have the students select one article from their leisure charters that they wish to incorporate as part of their physical education program and develop an individual physical education goal and activity to achieve the goal of the article.
3. Have the students share with the class their selected article and the results of the physical education goal and activity they selected to pursue their leisure charter article.

EXPANSION:

* Students could develop a plan for the community on how a "Charter for Leisure" could be put into effect utilizing community resources.

NOTES:

This goal and activity can best be developed with individualized help from the instructor. Refer to Leisure Today: Selected Readings, AAHPERD, 1975, p. 6, for an example of a leisure charter.

CONCEPT: BALANCE OF WORK AND LEISURE LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - cooperate with school staff and the community to develop a possible implementation plan to use the school for community leisure benefits on a year-round basis.

MATERIALS: None

ACTIVITY:	NOTES:
1. Have students brainstorm what kind of year-round leisure activities the community would like to pursue.	The instructor will need to decide whether the development of such a program is realistic. If so, some groundwork needs to be laid prior to the students' work. For example, talk to school administrators about the possibility and procedures necessary to implement the idea. Otherwise, this activity can be refocused to simply create a model.
2. Have students identify what resources the school has to provide these activities.	Resources would include space, equipment, possible staff.
3. Have students suggest community leaders and school staff who might be interested in helping them to establish a plan for a school and community year-round leisure program.	These people can be part of a task force to work with students.
4. Decide with the task force on the meeting schedule and topics.	Perhaps meetings could be held once a month during class time. Topics might include: community and school resources that can be used, type of program(s) that could be offered, staff and materials required, clearance steps and implementation plans.

(Continued)

5. Ask the task force to develop a procedure for putting the program into effect.

EXPANSION:

* Students could work with another school and their physical education classes in developing a plan.

* Students could present their plan to the School Board and Parent-Teacher Organization.

PHYSICAL FITNESS

PHYSICAL FITNESS

The concept of physical fitness focuses on development of students' awareness and understanding of what fitness is, the components of fitness such as endurance, strength, and flexibility, and the contribution of fitness to total health and efficiency in work performance. Students are exposed to a variety of ways for achieving and maintaining fitness throughout life. By assessing their strengths and weaknesses, students can design a personal fitness program suited to their interests, needs, and future career goals.

CONCEPT: PHYSICAL FITNESS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - be aware of the role physical fitness plays in work and leisure.
- measure their level of physical fitness on the basis of the AAHPERD Fitness Test.

MATERIALS: Horizontal bar, doorway gym bar, mats, stop watches with split second timers, tape measure, track or area measured off with 600 yards

ACTIVITY:

1. Ask students to describe what they think physical fitness is.
2. Discuss with the students the purposes of the AAPHERD Fitness Test. Describe each of the six test items and what each item measures.
3. Have the students take the test and help them to self-assess their performance using the national norms established for each item.
4. Ask students to identify what activities in work and leisure they do that require the type of physical fitness measured in each test item. For example, 50 yard dash related to running to catch a bus.

NOTES:

Resource: AAHPERD Youth Fitness Manual, AAHPERD, 1201 16th Street, N.W. Washington, D.C. 20036 (cost $3.00).

Students can help set-up test stations, administer tests, keep their own records, and made an assessment chart or performance profile.

EXPANSION:

* Students could design a program using their performance profile to help them improve their physical fitness level and then periodically take the AAHPERD Fitness Test to assess their progress.

CONCEPT: PHYSICAL FITNESS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of the different components of physical fitness.
- understand that different jobs may emphasize different components of physical fitness.
- identify and perform exercises that develop fitness.

MATERIALS: None

ACTIVITY:

1. Discuss with students the components of physical fitness--strength, endurance, flexibility, agility, and what each of these terms mean.

2. Ask students to identify different jobs that use these different physical fitness components. For example, firefighter, trash collector, construction worker, dancer.

3. Discuss with students how physical fitness relates to performing the above jobs and other jobs the students identify. For example, what happens if one does not have enough endurance for the job?

4. Discuss with students different types of exercises and activities that develop components of physical fitness.

5. Ask students to select a job, identify what physical fitness components are involved, and select and perform exercises that develop these components.

NOTES:

Check that the exercises the students select actually develop the component they are working on.

(Continued)

EXPANSION:

* Students can design and participate in a program to develop or maintain fitness for a particular job or an over-all fitness program for sedentary jobs.

CONCEPT: PHYSICAL FITNESS LEVEL: EXPLORATION LOCATION: COMMUNITY

OBJECTIVE: The students will - explore the relationship between physical fitness and specific job requirements.

MATERIALS: None

ACTIVITY:

1. Arrange for students to visit the local fire or police station to observe the job fitness demands and methods the department uses to evaluate and maintain fitness of employees.

2. Discuss the purpose of the visit with students in advance and have them develop questions they wish to ask.

3. Follow-up the visitation with a class discussion on the students' findings.

EXPANSION:

* Students might be able to participate in some parts of the physical fitness tests that the visitation site uses with their recruits.

* Students could devise a physical fitness test tailored to a specific job they are considering.

NOTES:

The department representative should be informed of the purpose of the visit to help in planning appropriate learning experiences. If a site visitation is not possible, invite a representative from the department to speak with the class.

Other visitation sites could include police, fire, or F.B.I. training academies, professional sports training camps, armed forces training bases.

69

CONCEPT: PHYSICAL FITNESS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore new physical fitness activity ideas.

MATERIALS: Depend on students' new activities

ACTIVITY:

1. Ask students to create a physical activity, game, dance, or exercise that promotes fitness and does not require excessive space or expensive equipment.

2. Set up a schedule for students to present their activity and notify them in advance.

3. Have the class participate in the activity and then discuss the advantages and disadvantages of the activity in relation to fitness, and possible contribution to work efficiency.

EXPANSION:

* Students can demonstrate their activities at a "Physical Fitness Fair" to show the invited public some new ways to promote fitness.
* Students can share activity ideas through volunteer work at a recreation center.

NOTES:

Students may wish to make this a group project.

Students will need sufficient time to develop and try out their activities before presenting them to the class.

Students can submit an outline of their activity, equipment, and space they will use to help schedule the presentations.

CONCEPT: PHYSICAL FITNESS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - develop and implement a personalized physical fitness program based on their career choice.

MATERIALS: Depend on activities selected

ACTIVITY:

1. Have students identify the future jobs they plan to do and investigate the level of physical fitness needed for the jobs selected.

2. Have students design a physical fitness program based on the needs of their job.

3. Have students follow their program for a specific time period and then report the results to the class.

NOTES:

Students who select sedentary jobs can design programs to maintain overall physical fitness. Students who selected active jobs can design programs with extra emphasis on developing and maintaining the fitness component or components stressed in the job.

EXPANSION:

* Students can devise a fitness program for their parents and compare that plan with their personal plan.

CONCEPT: PHYSICAL FITNESS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - look at the physical fitness needs of the adult public and choose relevant activities that develop and maintain adult physical fitness.

- write a script and produce an educational program on physical fitness.

MATERIALS: Video-tape camera, tripod, playback equipment, tapes, script

ACTIVITY:	NOTES:
1. Have students decide what physical fitness needs adults in their family and other people they know have.	
2. Discuss in class these identified physical fitness needs and the possibility of students developing a televised series on activities to aid adults in achieving and maintaining physical fitness.	A local television station could give taping advice and might even agree to televise the tape. If televised, parental release forms might be required.
3. Assign students to watch a physical fitness program or a series of physical fitness programs on television to help give them ideas for preparation of their show.	
4. Have students write the script for their show which will help to educate and motivate adults to be involved with obtaining and maintaining physical fitness.	This assignment could be done in conjunction with other classes. For example, Journalism, English, Drama, Speech.

(Continued)

5. Have students decide what presentation roles are needed. For example, narrator, show participants, photographers, directors, stage manager, etc.

6. Practice for several sessions, review the script, and make any necessary corrections.

Students should discuss what makes a good presentation and look for these factors as they review the tape.

7. Tape the show, and critique the tape with the class and perhaps a panel of invited adults. For example, was the presentation understandable? Educational? Convincing?

EXPANSION:

* The tape could be shown at a PTA meeting, over closed circuit television, or at a special parents' night.

CONCEPT: PHYSICAL FITNESS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - understand the benefits that exercise contributes to total fitness.

MATERIALS: Posterboard, stakes

ACTIVITY:

1. Have students select 10 exercises that contribute to all around physical fitness.
2. Have students lay out a running trail with stations for each exercise they selected (par course).
3. Have students make a poster or sign for each exercise station.
4. As students use the trial, help them to periodically assess their progress and identify any changes needed in the design or the use of the trail.

NOTES:

Do a safety check of the area prior to laying out the trail. Bicycle trails could be used.

The poster or sign can show how the exercise is properly done, muscle groups involved, what area of fitness (strength, endurance, flexibility) is benefited, and a suggested program of increased repetitions.

EXPANSION:

* Other students, teachers and members of the community could be invited to use the fitness trial.
* Students could discuss various ways of getting more people to use the trail and design a promotion campaign.
* Students can check the local community to see if there are other sites for trails that could be designed for physical fitness use by the community.

SELF AWARENESS

SELF-AWARENESS

Self-awareness means that a student will know his or herself through awareness and exploration of individual interests, abilities, likes, dislikes, attitudes, and values. With this increased understanding, a student can better prepare for a more satisfying total life. The student with a realistic self-concept can continually apply and individualize what skills he or she learns from physical education and sport as well as continually examine and evaluate individual development.

CONCEPT: SELF-AWARENESS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of personal preference for activities they are involved in.

MATERIALS: Construction paper or newsprint; optional - camera and film

ACTIVITY:

1. Ask the students to record, for one week, the different kinds of physical activities they observe others doing.

2. Have the students record the physical activities they do during a one week period.

3. Hold a discussion on how students' personal preference in activities differ from or are similar to others and why.

Students can record these activities by drawing stick figures and labeling what a person is doing, taking photographs, or bringing ideas to class and sketching on paper.

EXPANSION:

* Students can record their parents' physical activities for a week to see how the students' preferences compare to their parents'.

CONCEPT: SELF-AWARENESS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - be aware of different movement activities.
- be aware of what movement activities they like.

MATERIALS: Magazines, scissors, glue, construction paper

ACTIVITY:

1. Have students cut pictures from magazines of people doing different movement activities.
2. Have each student paste the pictures in an interesting way on construction paper to make an "activity collage." Display the collages.
3. Assist the students in developing a non-verbal "movement skit" or game that demonstrates different movement activities from their collages.
4. Following the skits and games, ask students what their favorite activities were and why they like them.

NOTES:

This activity could be coordinated with with an art class project.

EXPANSION:

* Students can respond to questions regarding their collages. For example: Describe one of the pictures you have selected. What is the person or people doing? What do you like best about the activity? What special training or classes do you think might be required to do what the picture shows? What special skills might a person need to do what the picture is showing? Are there things you learn in physical education that help you to perform the activity?

CONCEPT: SELF-AWARENESS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - see how individual practice, based on a specific plan, can bring improvement.

MATERIALS: Measured space for running, stop watch, charts that include space for recording days practiced, times, and distance

ACTIVITY:

1. Help the students to assess their current level of performance and determine a reasonable time and distance for an individualized running goal.
2. Have each student develop a personal improvement plan which includes the goal, practice program, daily record form, and an assessment procedure that includes self-evaluation.
3. Consult with students periodically to determine if any program modifications are needed.

EXPANSION:

* Students can keep a written record of their reactions (frustrations, satisfactions) during their program.
* Students can develop personal programs to improve their abilities in other activities.

NOTES:

These procedures could be applied to any activity. However, improvement in long distance running will be used as example.

Many publications on running, fitness, and aerobics include sample programs and tips on designing an individual running program.

Students may want to work with partners to help in timing.

CONCEPT: SELF-AWARENESS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - identify their preference for working with people, things, or ideas.
- identify jobs in physical education which involve the type of interaction they prefer.

MATERIALS: Work sheet

ACTIVITY:

1. Develop a work sheet to help students determine interaction preferences. For example:
   a. Make a list of your hobbies and interests.
   b. Next to each hobby or interest, list whether it involves working with people, things, or ideas.
   c. See if there is a pattern to your list. Do you like working with things more than ideas or people?
2. Give students 15-20 minutes to complete the work sheet.
3. Have the students compile a list of jobs related to physical education, sport, and recreation and identify whether they emphasize interaction with people, things, or ideas.
4. Have the students identify the jobs in #3 that involve the type of interaction they prefer.
5. Discuss the importance of knowing your own interests when planning a career.

NOTES:

Refer to the career list on page 196.

Stress that all jobs involve some interaction with people, things, and ideas but one or two of these may be emphasized more than others.

CONCEPT: SELF-AWARENESS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore the contributions that women and minority groups have made to physical education, sports, and related fields.

MATERIALS: Biographies, autobiographies, selected articles, other reference books (refer to bibliography)

ACTIVITY:

1. Have students compile a list of people who have made contributions to physical education, sports or a related area.
2. Have students select an individual from the list and do research on contributions that individual has made. A standard format might be used. For example:
   - What goals did this person want to reach?
   - What special problems did this person have in reaching his or her goal?
   - What problems were and were not solved?
   - What was his or her most outstanding achievement?
   - What does this person still want to achieve?
   - What interests, abilities, and hobbies helped the individual obtain his or her goals?
   - What were his or her career highlights?
   - Information sources used to find this information.
3. Have each student present a brief summary of his or her report. Have the class discuss the personal characteristics that helped these individuals achieve his or her goals. Ask students if they

(Continued)

NOTES:

This research could be coordinated with an English class.

If living persons are selected, consider having the student(s) write to that person for information.

have any personal characteristics in common with these individuals.

EXPANSION:

* The class could present a school assembly where reports/skits on some of these people are presented.

CONCEPT: SELF-AWARENESS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - become more aware of themselves as they are, would like to be, and/or as others see them.

MATERIALS: Copies of tests selected for activity

ACTIVITY:

1. Administer one or more of the following tests to the students:
   (a) Nelson and Allen Scale for Appriasal of Movement Satisfaction
   (b) Doudlah Movement Concept Test
   (c) Action-Choice Tests for Competitive Sports Situations
   (d) Tennessee Self Concept Scale
2. Score the tests and review the results with the students.
3. Assist each student in developing a plan for changing or further developing personal factors that were identified through analyzing the test results. The plan should be designed so that it can be used in physical education class activities.

EXPANSION:

* Any of the tests can be given as pre and post tests to provide information on changes that may occur over a period of time.

NOTES:

Copies of tests (a) and (b) can be found in A Practical Approach to Measurement in Physical Education by Barrow and McGee (Lea & Febiger). Test (c) is available from Mary Jane Haskins, Lamar Tech. High School, Beaumont, TX or Betty G. Hartman, Kent State Univ., Kent, OH 44242. Test (d) is available in Counselor Recordings and Tests by Wm. Fitts, Box 6184, Acklen Station, Nashville, TN 37212.

CONCEPT: SELF-AWARENESS LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The students will - assess their ability to perform job-related physical skills.

MATERIALS: Depend on identified skill--may incorporate community resources

ACTIVITY:

1. Have each student identify an individual who performs a job he or she might be interested in which emphasizes a particular physical skill or movement. For example: pushing, lifting, climbing, throwing.
2. Have each student observe and interview the individual he or she has selected, to learn how the skill or movement is performed and its importance to the performance of the job.
3. Have students devise a way to test their ability to perform the skill. The person they interviewed could provide guidance with this assessment.

NOTES:

Students can make their own arrangements for the observation and interview.

EXPANSION:

* Students can devise a personalized skill improvement plan by establishing their goal and method of achieving the goal.
* Students can publish a newsletter on what physical skills they see related to particular jobs and how (methods) these skills can be improved with practice.
* Students can have a demonstration night for parents in which they do the physical skills they have identified from their interviews and also demonstrate ways to improve these skills. This could be titled "Physical Skills in the World of Work."

CONCEPT: SELF-AWARENESS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - develop an individualized "career trip" plan to learn some steps to use in job planning.

MATERIALS: Dittoed sheet for career plan

ACTIVITY:

1. Have students fill out the dittoed career plan "Journey To A Successful Career" (see page 98).

2. Use these sheets as part of a bulletin board display with the theme of career knowledge.

NOTES:

This activity could be used as a homework assignment or in conjunction with a visit from a guidance counselor or guests presenting career information.

You could specifically require students to obtain information on a physical education, sport or related field career option. See page 196 for career suggestions.

EXPANSION:

* Do a class "career trip" book where all the class sheets are run off and individual copies are given to class members.

* Have students conduct interviews with workers in the community. See question suggestions on page 100.

"A CAREER TRIP-TIC"

by (Name)_____(Period)_____

with the destination of (career title)_____

Qualifications for Trip (individual skills, hobbies, interests)_____

Personal Cost (training and education required, estimated cost)_____

Trip Preparation (job requirements)_____

Scenic Features (job features)_____

Possible Roadblocks (job disadvantages)_____

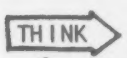
Actual Destination (job potential)_____

Spin-off Trips (other job options related to previous categories)_____

_____

_____

Important Trip Signs to Observe:



about jobs in relation to the hobbies, activities, and interests you have.

with your teachers about various jobs that relate to your favorite subjects.

your counselor or school librarian where the school keeps its books and pamphlets on jobs. A good source to start is the U. S. Department of Labor Occupational Outlook Handbook.

to get some first hand information about jobs you are considering. Reading about jobs can help, but there are other sources. Interviews in the community, tapes, films, filmstrips, etc. Consider writing to associations and organizations (ask your teacher to show you the student section of the ACE Handbook , Weaving Career Education Into Physical Education and Sport: A Handbook, AAHPERD, 1979).

if your school conducts field trips and has an internship or apprenticeship program you might be involved in for class credit as you try out some work areas.

to friends and former students to find out what was helpful training for them. The guidance counselors can help you with contacts.

COMMUNITY WORKER INTERVIEW QUESTIONS

JOB TITLE_____ EMPLOYER_____

1. What types of things do you do in an average day?
2. What are some things you do aside from your daily routine?
3. What do you like best about your job? Why?
4. What do you like least about your job? Why?
5. What training/education is required for your job? Where is training available?
6. What is the starting salary and benefits of the job?
7. What previous job experience helped you or was required to get this job?
8. What previous hobbies, interests helped you with this job?
9. If you got another job, what might it be?
10. What is the future employment outlook in your field?

PERSONAL AND SOCIAL SKILLS

PERSONAL AND SOCIAL SKILLS

This concept focuses on the students' development of personal and social skills such as reliability, cooperation, leadership, responsibility, and decision-making. Students practice and refine these skills through interaction with others in a variety of physical education activities. Understanding how these skills are used in the working world will help students transfer the skills to the world of work.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of the meaning of responsibility and cooperation in the world of work and class activities.

MATERIALS: Depend on game or activity used

ACTIVITY: NOTES:

1. Discuss the meaning of responsibility as related to the world of work and class activities. For example:

   The responsibility of cross-walk guards and problems if they do not carry out their duties. The responsibility of garbage collectors, police officers, fire fighters. The responsibility of each student as he or she is assigned to be in charge of the equipment, leading exercises, being team captain.

2. Discuss how public cooperation is needed by those with jobs in the community and how cooperation is important among students when participating in class activities. For example:

   The students have to cooperate with cross-walk guards to insure a safe crossing. The public must cooperate with police officers and fire fighters so that they can do their jobs.

(Continued)

3. Organize the students into groups to work cooperatively in games or ball handling activities.

   The activity selected should emphasize team work and need not be competitive.

4. Ask students how they think responsibility and cooperation can be improved in class activities and when working with those in the community.

EXPANSION:

* Students could ask their parents and other adults what their job responsibilities are and how they depend on the cooperation of the public to perform their jobs.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - recognize that individuals have different ways of accomplishing a task.

MATERIALS: Different types and sizes of balls, different types of striking implements (rackets, paddles, hockey sticks)

ACTIVITY:

1. Ask the students to select a ball and striking implement that they wish to use.
2. Ask students to create a new way to use the striking implement to propel the ball.
3. Have each student demonstrate his or her way of propelling the ball to the class.
4. Discuss how individuals found a variety of ways to perform this task. For example, Is there only one way that a problem can be solved? How does using different ways to solve problems relate to the world of work? Why did individuals select different ways? Did all the ways accomplish what was required?

NOTES:

Tasks and equipment can be varied to focus on different skills. For example, catching, moving an object from one place to another.

EXPANSION:

* Students could work individually to create a game that uses the equipment in new ways and uses different movement patterns. Students can then work in groups to create a game. Have students discuss the differences they noticed between working individually and working in a group.

Students can be asked whether or not different personal and social skills were emphasized.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - become aware of the importance of personal and social skills such as listening, cooperation, following directions, reliability and cooperation.

MATERIALS: President's Physical Fitness Test

ACTIVITY:

1. Discuss each of the test items in the President's Physical Fitness Test and how each item is scored.

2. Divide the students into pairs or small groups to work as teams while taking the test. Members of the team will be responsible for measuring and scoring each other.

3. Discuss with students what the words listening, following directions, and reliability mean to them and how these skills will be needed as they work together on the test.

4. Following the test, ask students how they expressed these words while working with each other during the test. Also ask how these words could be demonstrated in other class activities.

NOTES:

This activity can be used in conjunction with the physical fitness activity on page 65.

As the students are working, remind them of the importance of accurate measures and taking turns at performing the different jobs.

EXPANSION:

* Students could identify when and how they use these skills at home and in the community.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - develop teamwork skills relating successful performance in the world of work to class activity.

- experience the need for cooperation by both group leaders and followers for successful group performance.

MATERIALS: Various pieces of equipment and activity direction cards (hoops, balls, jump ropes, mats)

ACTIVITY:

1. Hold a class discussion on the characteristics of successful teamwork. For example, selecting and working toward common goals, listening to directions, participating in activity, sharing of equipment and space, and assisting others.

2. Divide the students into groups, each having a leader and assistant. Responsibility of group leader: escort group to activity location, read activity direction cards, notify teacher when group is finished, assist students who have difficulty. Responsibility of assistant: procure equipment for activity, assist students who have difficulty, collect equipment. Responsibility of group members: participate in activities, cooperate with group leader and assistant.

3. Assign each group to work on a specific skill from a direction card. For example, throwing, catching, dribbling.

NOTES:

Locomotor skills may be substituted if equipment is unavailable.

(Continued)

ACTIVITY:

NOTES:

4. Have students rotate being group leaders and assistants.

5. Have the students discuss with the rest of the class their group's ability to work as a team and cooperate. Did everything go smoothly? Did anything need improvement? What teamwork skills were observed? How might these skills be used in the world of work?

Specific examples of work students are aware of should be related to the discussion.

EXPANSION:

* Each group could develop their own activity and share their activity with another group.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - identify the personal and social skills that are emphasized in their favorite activities.

- determine whether the personal and social skills they use in their favorite activities relate to the kind of career they are interested in.

MATERIALS: Paper, pencils, markers and newsprint or blackboard

ACTIVITY:

1. Ask each student to identify and list activities (sports, games, dance, etc.) they prefer to participate in.

2. Ask students to work together to identify the personal and social skills each of their favorite activities emphasize. For example: cooperation, self-reliance, decision-making, leadership, competitiveness.

3. Ask each student to determine if the activities he or she prefer have common or different skills.

4. Discuss the blackboard lists. For example: Do team and individual sports emphasize different skills? What occurs when appropriate behavior skills are not exhibited during a game?

NOTES:

These lists can be put on the blackboard to facilitate class discussion. The related personal and social skills could be written next to the activity selected.

(Continued)

5. Ask students to write down their responses to the following:

   Do you prefer:
   - playing alone or with others on a team?
   - competitive or cooperative activities?
   - games with many rules or few rules? (For example, soccer vs. tag?)
   - games requiring many dicisions or few? (For example, basketball vs. archery?)
   - following or leading? (For example, team member or captain?)
   - activities requiring many varied skills or few varied skills? (For example, tennis vs. bowling?)

6. Discuss with students how their personal preferences relate to selecting a job. Different jobs may require different personal and social skills. Do their responses to questions in #5 relate to the kind of job they are interested in?

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore the importance of individual responsibility in play and work.

MATERIALS: Depend on game selected

ACTIVITY: NOTES:

1. Introduce the students to a game, but share with them only the rules (not player responsibilities) and give them the equipment.

2. Have students play the game for a limited period of time.

3. Discuss with students what "responsibility" means and introduce the responsibilities of individual players.

4. Have students continue playing the game.

5. Ask the students to compare the two ways of playing. For example: How was the game played when played without individual responsibilities? How was the game after individual responsibilities were introduced? How did these responsibilities develop? What happens when one doesn't fulfill "required" responsibilities? How does responsibility relate to jobs performed by students at home and school?

(Continued)

EXPANSION:

* Students could keep a list of work or play activities they participate in during the next two weeks. They can identify how responsibility was important to each activity.

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - determine the personal and social skills emphasized in different jobs.
- judge whether or not they are interested in such job options.

MATERIALS: None

ACTIVITY: NOTES:

1. Make copies of the following articles (pages 119-128). for students:
   a. Marilyn Anderson, Sport Shop Manager
   b. Kim Prusak, Fitness Salon Manager
   c. Jack Briley, Physical Therapist
   d. Cheryl Ruskin, Park Technician
   e. Carolyn Tait, Dancer
2. Have students read the articles and answer questions on two of the five articles. For example:
   a. What job tasks are performed?
   b. What personal and social skills are helpful in the job?
   c. What other skills are helpful?
   d. Why did the person select the job?
   e. What does the person like and dislike about his or her job?
   f. Based on the article, would you like this job? If so, what personal and social skills do you have which would help you in job performance?
3. Discuss with the class how they might find out more information on a job they are interested in.

(Continued)

For example: interviews, questionnaires, writing organizations and associations, identifying community resources to bring to class, shadowing a worker.

EXPANSION:

* Students can do a descriptive outline of jobs they are considering as possible career choices.

* A panel of community speakers who have jobs related to physical education, sports, and related fields could be invited. The "Job Descriptive Outline" could also be used as a follow-up activity to the speakers.

JOB DESCRIPTIVE OUTLINE

Job Title: _____

Tasks Involved: _____

_____

Personal and
Social Skills Involved: _____

_____

Other Skills: _____

_____

Job Advantages: _____

_____

Job Disadvantages: _____

_____

Degree of Interest As Possible
Career Choice: _____

Marilyn Anderson, Sports Shop Manager

While spending an afternoon with Marilyn Anderson, I found her very enthusiastic in talking about her "specialty" tennis shop in Alexandria, Virginia. As I looked around the shop it was obvious that, with her knowledge of tennis merchandise, she had built up a clientele that was satisfied with the selection and quality of merchandise available.

For the past five years, Marilyn has been able to combine the careers of a homemaker with that of managing the Olde Towne Tennis Shop. "I like being my own boss because it has given me the flexibility needed to combine two careers," she said.

An occupational therapy degree from San Jose State and a love for the game of tennis are Marilyn's qualifications for her present position. She feels her background in occupational therapy helped to develop her artistic skills which enable her to set up attractive displays within the shop. Although much of her knowledge has come from "learning on the job," Marilyn feels that her greatest asset is her involvement in tennis. "When a customer asks how a certain brand of tennis shoe holds up, I can honestly say that I have worn that shoe and I like its durability. If a mother is purchasing a pair of tennis shorts for her son, I can suggest the brand that will stand-up after numerous washings." For Marilyn, being active helps her in supplying sportswear for active people.

Duties of her job include meeting with sales representatives from the major sporting goods and sportswear companies. She sees over 40 representatives a year to become familiar with merchandise on the market, and then must make a selection of merchandise she will buy for her shop. Often merchandise must be purchased six to eight months in

advance of delivery to the shop. As a result, up-dating inventory records from year to year is necessary to gear buying to the clientele she sells to. Most of the buying for the busy summer season is done in January at a show in Florida where sales representatives from sporting goods companies display their merchandise. At this show, Marilyn also acts as buyer for a tennis management firm that stocks 30 to 40 small tennis pro shops during the summer.

Marilyn thinks that much of a shop's success is dependent upon the hiring and training of dependable employees. With dependable help she is assured the shop is well covered, and is able to provide better service to her customers.

When asked what the most stimulating part of her job is, Marilyn replied that buying is the most interesting to her. "I have to compare quality versus cost and determine what items will be most salable in my shop." Marilyn added that there is always chance involved with buying, but that is what makes the job challenging. "The satisfaction of the job comes when you see a customer's positive reaction to the merchandise you have bought and put in your shop."

For someone entering this field Marilyn suggests a background in fashion merchandising and business. Above all, however, a person must enjoy working with and servicing the public. In addition, a background in sports is helpful because you can knowledgeably help your customers through personal knowledge, and use the feedback you get from active people. Estimated salary ranges from $10,000-15,000 a year and is dependent upon the size and the type of shop as well as its geographic location.

Marilyn Anderson has always enjoyed playing tennis and it is refreshing to see this enjoyment carried over into her world of work.

Kim Prusak, Fitness Salon Manager

Being the manager of a fitness salon takes more than just knowing how to exercise. Kim Prusak, manager of the Elaine Powers Fitness Salon in Cleveland, Ohio, must also supervise and instruct her employees, lead exercise classes, promote her salon, consult on weight loss and nutrition, and take care of balancing the books for her business. She is also responsible for training employees to become managers of their own salons.

Kim worked for two years with Elaine Powers before being promoted to manager. The majority of her experience came from on the job training. "A background in exercise and nutrition would be helpful, but it is not necessary" states Kim. Also a person must be willing to work hard and learn the business. A definite opportunity exists for advancement, and Kim hopes within five years to become a district supervisor.

The salon programs include: stretching and exercise classes, nutrition and weight control counseling, and instruction on exercise equipment. Kim also promotes the salon by bringing in individuals from the community to teach classes in disco and aerobic dance and makeup instruction. "We try to maintain a fun atmosphere and help to show people that exercise can be fun as well as healthy. In that way, people will come back and also bring their friends."

On weekdays the salon is open from 9 a.m. to 9 p.m., which involves some evening work. Schedules are worked out so everyone works about two evenings a week. "It's important to have competent instructors who can run the salon when I am not there."

There are many fitness salons, health clubs, and spas around the country with varying employment opportunities and salaries. For more information contact the Association of Physical Fitness Centers, 5272 River Road, Suite 500, Washington, DC 20016.

Dick Meyers, Assistant General Manager

What comes to mind when you think of your favorite professional team? The roaring stadium on game day, your favorite player, or how your team won the big game? Many people often forget about the sports administrators who do the work "behind the scenes." Professional sports are big business and without the sports administrators there would not be any.

Dick Meyers, assistant general manager of the Washington Redskins, has had a love for sports as far back as he can remember. In college, he played baseball and was his school's Sports Information Director. After graduating with a degree in political science, he attended law school at Florida State University. He left law school during the first semester when the opportunity arose to enter the master's program in sports administration at Ohio University. After an internship with the Cleveland Browns football team, Dick began an extensive search for a job with a college or professional team. He finally got his break with an offer to become executive sports editor for United Press International. Later, Commissioner Roswell offered him a position as personnel coordinator for the National Football League. It was from here that he moved to the Redskins and worked for five years as administrative assistant to George Allen.

At present, his major duties as assistant general manager include assisting the general manager and head coach, acting as a liaison between the club and the National League Office, and working with collective bargaining and contract negotiations between players and the club. Dick hopes eventually to become a general manager or vice president of a club.

Although the number of potential employees within this field far outweigh the demand, positions are available for qualified individuals. In a business such as this, says Dick, "integrity and personal pride are essential and one must also be outgoing and have the ability to work with different types of people. A person can't be afraid of work, as this isn't the typical 9-5 job. Salaries are lower than in similar jobs within industry due to the number of people interested in sports related careers."

Although positions vary depending on the sport and the club, other sports administration positions include: general manager, business manager, controller, traveling secretary, public relations director, director of ticket sales, and farm director.

Other sources of information on sports administration are the National Sports Marketing Bureau, Inc., 210 5th Avenue, New York, NY 10010 and the Mars Corporation, P.O. Box 170, Dayton, NJ 08810 that publishes a newsletter entitled Sports Business.

Cheryl Ruskin, Park Technician

Most people don't start a summer job and continue in it as a career as Cheryl Ruskin has done. Upon graduation from college, Cheryl took a summer job with the National Park Service as a park technician

and has been working with them ever since. An economics major from Howard University, Cheryl's interests include painting, tennis, and a love for the outdoors.

Among Cheryl's duties are historical site interpreting, as well as helping people with information and directions around the Washington, D.C. Mall. She is now stationed at the Jefferson Memorial, where she gives out general information and special points of interest.

"I enjoy working outdoors, but it can get bitter cold in the winter," says Cheryl. "The slow season is the winter, but summer time brings many visitors to the Washington area. Also weekends are busy and that means working most Saturdays and Sundays which makes it difficult to schedule time with friends. Often my time off is spent with co-workers," she added.

Cheryl says that she is most satisfied with her job when she gives a presentation to visitors and knows they have enjoyed and gained knowledge from her efforts. She stated that the most difficult part of her job was when she was working at the Washington Monument and had to turn people away when it was closed.

The competition within this field is keen, and a college degree in the natural sciences is suggested, but not required. Necessary personal qualities include liking to work with people, being flexible, and having a good temperament. The National Park Service has a network throughout the United States and jobs are available as park technicians throughout the country.

Cheryl's future goals are to continue as a park technician and eventually work into an administrative position with the Park Service.

"I love being outdoors and working with people so much that I am not ready to leave that yet," she said.

For those 18 and over, with at least two years college experience, and interested in this field, there is summer work available. For further information contact: National Park Service, U.S. Dept. of the Interior, 1100 Ohio Drive, S.W., Washington, DC 20242.

Jack Briley, Physical Therapist

Since the age of eight, Jack Briley was curious about how teachers worked with the cerebral palsy children who attended his school. It was not until years later, as a college sophomore, that he met his first physical therapist, decided to drop his business major, and entered the field of physical therapy.

Upon graduation from the University of Arkansas with a B.A. in physical education, he entered Baylor Medical Center for a 15 month program in physical therapy. In 1967, with his formal schooling complete, Jack realized the need for "practical experience" within the field. At that time, with the United States involvement in the Vietnam War, Jack saw the opportunity to gain experience through the army.

Enlistment in the army has taken Jack to numerous places throughout the world. He spent two years working with burn patients in Tokyo, Japan and has also treated patients in Takoma, Washington, at the second largest orthopedic hospital in the world.

Presently, Jack is working with and supervising four physical therapists at the Pentagon's U.S. Army Health Clinic. Most of the patients who enter the clinic have been physically disabled through birth, illness, or accident. To Jack, the most important aspect of his

job is the "one to one" contact he has with his patients. "There are not many professions where you are directly in physical contact with the person you are working with. The most satisfying part of the job is to have patients say they are better and to get that response consistently."

A quality Jack feels is necessary for his effectiveness as a therapist is the ability to "break away" from the job when he leaves the clinic. "That doesn't mean I go home and never think of my patients, but if I worry over one patient I am not as effective with my other patients." At this point in his career, the most frustrating part of his job is the never-ending paper work he must complete daily. "The time spent filling out forms and reports takes me away from directly working with the patients."

The field of physical therapy is open at this time with both full and part-time positions available. There is abundant part-time work for people who would like to combine two careers. Starting salary ranges from $12,000-$14,000 for a person entering the field on a full-time basis.

Jack feels the future holds great opportunities for a person interested in physical therapy. At present, most states require doctor referrals of patients to a physical therapist for treatment. Jack sees that in time, with the specialization that is taking place in the field, referrals will not be required and more professional freedom will be afforded the physical therapist. His advice to a young person interested in physical therapy is to "volunteer as much as possible to gain valuable insight into the work and language of the field."

Dancing With Carolyn Tait

At an early age, Carolyn Tait had a definite sense of movement and an attraction to the theater. It was no wonder that she was full of excitement as she had a chance to take her first dancing lesson at the age of seven.

She got her first break early in a Washington, D.C. opera company when an adult dancer had to drop out and Carolyn was chosen to replace her.

From group lessons at her elementary school to private lessons as a college student, Carolyn eventually found herself as a performing artist in a New York dance company. With the company, she toured Europe and also had the opportunity to perform on television.

As we talked, it was obvious to me that Carolyn was a dancer by the way she gracefully moved and carried herself. She has been successful as a performing artist and a teacher, but success is not the only key to getting a break as a professional dancer. "It is important to be successful in your work, but dance is a very capricious business. You have to be in the right place at the right time."

Much of Carolyn's energy since 1949 has been channeled into her dance studio, where she has always approached the teaching of dance from a movement education viewpoint. "I was involved with movement education before it was ever taught in the schools," stated Carolyn. "Children must experience the sense of movement from within. We start with pre-technique and prepare them for the technique."

Carolyn is most satisfied in her job when she feels a sense of accomplishment. She realizes only a few students will leave her studio

to become performing artists, but more importantly she wants them to leave with a sense of their own personality. She also hopes they will gain an enhanced musical sensitivity and that they will feel a sense of personal accomplishment through their dance experiences.

There are a variety of careers related to dance, and Carolyn has been involved in many aspects of dance. She has been a performer, a teacher, a choreographer--and has worked with people of all ages from young children to elderly adults. She has also explored the area of dance therapy and has worked with the deaf and other handicapped individuals.

Although her career as a performing artist is over, Carolyn plans to continue to teach, hold dance workshops for the training of teachers, and eventually write a few books. Her advice to a young person is to always remember that, "A career is to make a living. Young people need to be aware of the world as they plan for their career."

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - learn to recognize and accept their level of performance.
- learn to accept the different performance levels of other students.

MATERIALS: Depend on class Activity

ACTIVITY:	NOTES:
1. Have each of the students to rate his or her level of performance in the activity that he or she is participating in during class.	The teacher should check each student's rating to see that he or she has not under or over-estimated himself or herself.
2. Hold a class discussion on the importance of learning to accept one's own abilities and to accept and cooperate with others who have different abilities. Relate how these social skills are used in the world of work.	Discussions could be held periodically and related to the work students are doing in their groups.
3. Pair students (in terms of ability, one with higher ability and one with lower) to work together on the skills involved in the class activity.	
4. Increase the size of the groups, until they reach the size needed to play the game.	Maintain a variety of skill levels as groups increase in size.
5. Ask students to evaluate and discuss their ability to accept their own skills and the skills of others. Discuss the difference between cooperating with someone and accepting someone.	

CONCEPT: PERSONAL AND SOCIAL SKILLS LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The students will - understand that there are various stages of physical, emotional, and social development.
- have an opportunity to observe and cope with individuals at various stages of physical, emotional, and social development levels.

MATERIALS: Depend on activity selected

ACTIVITY:

1. Hold a class discussion on the various stages of physical, emotional, and social development that individuals go through as they mature. Also discuss the idea that individuals develop at different rates and that change is a natural part of life.

2. Ask each student to select an age group (young children, teenagers, middle-aged adults, senior citizens) to work with on a project. For example, teaching a skill or organizing recreational activities.

3. Have the students plan the activity for the age group they selected. Plans should include goals, materials needed, location, and procedure.

4. Have the students schedule the activity and report back to the class on how the activity went and what they observed and learned. Focus discussion after the activity on the physical, emotional, and social skills exhibited by the groups they worked with. Have students determine similar and different patterns among the different age groups.

NOTES:

Students can work individually or with other students who select the same age group.

Students could arrange to work with a group in an elementary school, community recreation program, nursing home, or hospital.

CAREER KNOWLEDGE
PARENTS CAREER NIGHT
SPORTS
ATHLETIC TRAINER
DANCER
CAMP DIRECTOR

CAREER KNOWLEDGE

Activities in the concept of career knowledge focus on two major aspects. One aspect involves broadening students' awareness of the wide variety of careers in physical education and related areas. Students often believe careers in physical education and sport are limited to physical education teachers, coaches, recreation leaders and professional athletes. However, career options are rapidly expanding in such areas as sports medicine, administration, communication and business. With this rapid expansion it is important that students have up-to-date information on career options.

The second aspect of career knowledge involves development of students' knowledge and skills for specific careers. This also includes investigation of job responsibilities, training, qualifications, work schedules, salaries, benefits, employment sources, and employment trends. This knowledge provides students with a realistic base for assessing their career interests and abilities.

CONCEPT: CAREER KNOWLEDGE LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - develop an awareness of a variety of careers related to physical education.

MATERIALS: Blackboard and chalk

ACTIVITY: NOTES:

1. Write four or more of the following verses on the blackboard. Students can create their own verses.

Little	Was a	S/he	
Danny Dayner	Sports Trainer	Taped	Ankles, elbows
Laura Loach	Busy Coach	Practiced	Hockey, swimming
Vinnie Vanfleet	Pro Athlete	Played	Baseball, soccer
Leslie Lighter	Sports Writer	Wrote	Football, tennis
Mary Mission	Team Physician	Healed	Medicine, surgery
Peter Prancer	Ballet Dancer	Performed	Jumping, leaping
Bobbie Beacher	P.E. Teacher	Taught	Throwing, catching

EXAMPLE:

Little Wanda Wexburt
Was a fitness expert
She ran night and day
Clinics, health clubs
She worked hard for her pay.

(Continued)

2. Have the students read and sing the verses to the tune of "Little Tommy Tucker."

3. Discuss the occupations listed and ask the students to create a dance movement that depicts the job in each verse.

4. Have the students create a dance by singing the verses and performing the movements selected for each verse.

This could be done in a circle or line formation. Students could do slide steps or other locomotor movements to the first three lines and then do the job movements to the last two lines of each verse.

EXPANSION:

* Students could think of other songs related to work and develop movements to express the verses.

CONCEPT: CAREER KNOWLEDGE LEVEL: AWARENESS LOCATION: SCHOOL

OBJECTIVE: The students will - identify careers related to physical education and sports as they complete a puzzle.

MATERIALS: Cut out paper letters spelling out physical education

ACTIVITY:

1. Discuss with students some career options in physical education, sport, and related fields using the following list: sports medicine, physical therapist, playground supervisor, physical fitness specialist, athletic trainer, coach, dancer, professional athlete, recreation specialist, athletic director, sports journalist, teacher, official, administrator, perceptual motor specialist, health club director, and sports announcer.
2. Using the following sheet, arrange letters to spell physical education vertically on a bulletin board. Follow each letter with the scrambled job title. (See the following sheet).
   a. Provide dashes before and after letters as shown on the following sheet.
   b. put the scrambled words to the side of the letters.
3. Have students try to solve the puzzle. Put all scrambled words up at the same time, or you could do one each class session.

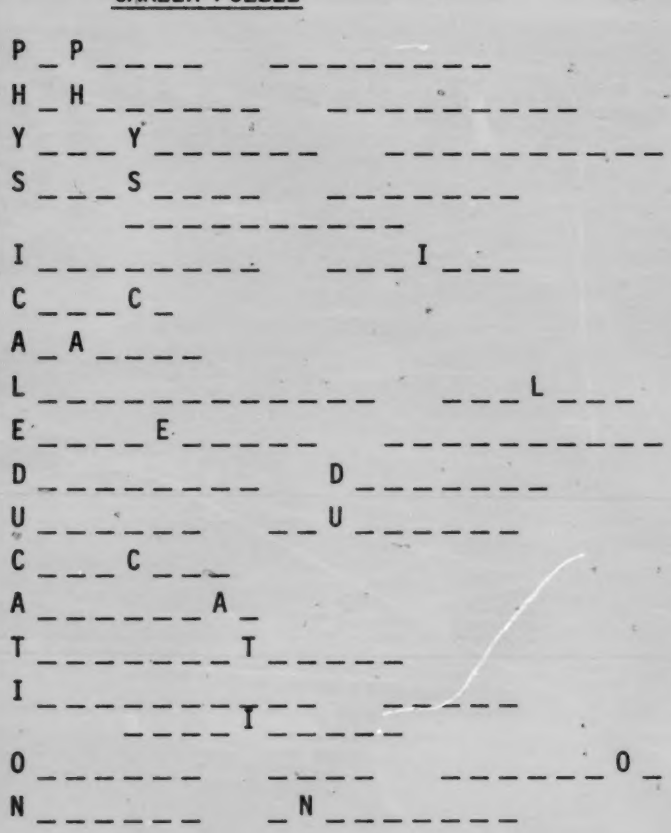
NOTES:

If a bulletin board is not available, copies of the puzzle can be duplicated as a handout for the students.

EXPANSION:

* Students could create a new puzzle using the words physical education as a base.

(Continued)

CAREER PUZZLE

CAREERS

(psosrt) (meniidec)

(hipyslac) (peathiters)

(gpaylndour) (susrpeiov)

(yshlpica) (ntifess) (ctsilspeai)

(hitctlae) (raitner)

(hocac)

(racnde)

(sisorlpaneof) (etahetl)

(ntioarecre) (pisecalsit)

(cattihle) (rodticre)

(rostps) (lisjtourna)

(rcetahe)

(aiflfoic)

(nisardoramit)

(tecpapreul) (otorm) (lsseiapcti)

(athelh) (ulcb) (riocdert)

(tpssor) (nnreaounc)

ANSWER KEY

Sports Medicine

Physical Therapist

Playground Supervisor

Physical Fitness Specialist

Athletic Trainer

Coach

Dancer

Professional Athlete

Recreation Specialist

Athletic Director

Sports Journalist

Teacher

Official

Administrator

Perceptual Motor Specialist

Health Club Director

Sports Announcer

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore jobs performed in professional sports through role playing.

MATERIALS: Depend on activity unit selected

ACTIVITY:

1. Compile a list of the jobs needed to hold a "pro game" sport event in the unit currently being covered in class. For example, in basketball:

   A. athlete
   B. athletic trainer
   C. coach
   D. team physician
   E. team manager
   F. equipment manager
   G. facility manager
   H. concession manager
   I. score keeper
   J. time keeper
   K. scoreboard operator
   L. sports caster
   M. sports writer
   N. photographer
   O. T.V. camera operator
   P. official
   Q. recruiter/scout
   R. event coordinator

2. Review through class discussion, the functions and responsibilities of each job.

3. Have each student select one of the jobs and "apply" for it.

NOTES:

The nature and scope of the event can be decided by determining what is feasible in terms of time, equipment, facilities, student interest, and skill. Can several classes be involved?

The teacher should be the overall coordinator, but students can organize the event.

Teachers in other subjects can provide help. For example, the student promotors and sports photographers can consult an art teacher, statisticians a math teacher, journalists an English teacher.

Want Ads for the jobs could be posted on a bulletin board. Students could develop a fictitious resume which describes someone who actually holds the job.

(Continued)

4. Hold the event with students role playing and assuming the responsibilities of their jobs.

The event could be videotaped or shown live to other classes in the school. The school paper could include the sports writers' and photographers' reports of the event.

EXPANSION:

* Students in lower grades could be exposed to the variety of jobs by attending as spectators.

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: COMMUNITY

OBJECTIVE: The students will - explore jobs in professional sports through a field experience.

MATERIALS: Parent consent forms, interview forms, bus or other transportation

ACTIVITY:

1. Make arrangements for students to tour the facilities of a professional team (basketball, football, baseball, hockey, soccer, tennis), and arrange for each student to be able to interview a person in a job such as player, coach, team manager, team physician, athletic trainer, equipment mgr., facility mgr., concession mgr., usher, sports caster, ticket sales mgr., public relations mgr., sports writer, sports photographer, video camera operator, official, scoreboard operator, statistics personnel, recruiter/scout.

2. Ask students to select a job they want to explore and design questions for a standardized interview form prior to the trip.

3. Have students conduct their interviews and, if possible, observe the person performing his or her job prior to, during, and after a game or practice.

NOTES:

The public relations manager for the pro team can provide assistance in planning and making tour arrangements.

If a "pro" facility is not available, a college or university facility could be substituted. Other resources include training camps for pro teams, community recreation leagues, and individuals who have recently retired from pro sports careers.

Questions could focus on:
a. qualifications for position (educational and personal)
b. job description (responsibilities, hours, location, seasonal)
c. financial and other benefits
d. current job trends, future outlook, opportunity for advancement

(Continued)

4. Have the students report their findings to the class.

EXPANSION:

* Students' reports on the various jobs can be compiled into a book entitled Careers in Professional Sports.

This could be done in conjunction with an English class. Art-work could be developed with the help of the Art teacher and included in the book or displayed separately.

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - increase their understanding of a career related to physical education.

MATERIALS: Depend upon career activities selected

ACTIVITY:

1. Discuss with students various jobs they can role play in class and ask students to identify a job they would like to perform during part of class time. For example, physical education teachers (may teach a specific skill), coaches (may supervise a practice drill), recreation leaders (may organize a group game), fitness specialists (may lead warm-up exercises)

2. Notify students of the day they are scheduled to role play and have each student prepare in advance for his or her activity.

3. Review the plan with each student before the scheduled day to suggest ways the student might handle the presentation.

4. Ask students to discuss or write their reactions to the experience, including what they liked and disliked, and their interest in the job as a possible career.

NOTES:

Students should have some prior experience in the activity area they are supervising as they role play.

You may want to limit role playing time to 10-15 minutes.

Students can write a description or outline of what they will do and the equipment and space they will need.

The class can be divided into groups so that several students can role play at the same time.

EXPANSION:

* Students who are interested in further exploring a job might join or organize a student leaders club and assist in physical education classes, intramural, and interscholastic programs.

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - research different jobs in physical education, sport, and related fields.

MATERIALS: Newspapers, magazines

ACTIVITY:

1. Have students write to organizations and associations for information on the variety of jobs in physical education, sport, and related fields.

2. Have students collect magazine and newspaper articles and photographs of different sport activities and physical education, sport, and related fields jobs.

3. Have students make a poster, collage, or bulletin board display from collected materials to show this variety of jobs.

NOTES:

Refer to "Discovering Career Options" in Handbook, p. 183.
Also refer to list of organizations and associations listed in the Handbook Bibliography, p. 242.

Displays could have a theme such as jobs related to one piece of sport equipment. For example, "One Racket and Many Jobs." This could include tennis pro, racket manufacturer, tournament manager, instructor, clothing designer, and court builder.

EXPANSION:

* Students could be responsible for bulletin board displays. Themes could be changed monthly: for example, "Jobs in Recreation," "Jobs in Dance," "Professional Sports," "Sports Medicine."

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - explore how jobs may change with time.
- explore what future jobs might develop in physical education, sport, and related fields.

MATERIALS: Depend upon activity selected by the students

ACTIVITY:

1. Discuss how jobs have changed through the years. For example, from manual labor to machine labor, jobs that no longer exist, and many new jobs that are developing, increase in leisure time with reduction of work hours, and job sharing.

2. Discuss what life might be like in the future and how jobs may continue to change, especially in physical education, sport, and related fields.

3. Ask students to invent either a sport or game of the future, design sports equipment or activity clothes, plan a playing facility of the future.

4. Display the students' projects and, if possible, play future games and sports.

5. Discuss new careers or jobs that might result from these "inventions."

NOTES:

Future Shock by Alvin Toffler offers ideas of what the future may be like.

Science fiction movies and books might also provide some ideas.

Students may wish to work in groups. For example, designing a new game and equipment for the game.

EXPANSION:

* Students could write a profile of a "future" job that may interest them. The profile could include a description of job duties, required skills and knowledge, and places of employment.

CONCEPT: CAREER KNOWLEDGE LEVEL: EXPLORATION LOCATION: SCHOOL

OBJECTIVE: The students will - identify career options in physical education, sport, and related fields.

MATERIALS: Depend on type of art form selected

ACTIVITY:

1. Ask each student to select a career in physical education, sport, or a related field that interests them.	Refer to career option list in Handbook on p.
2. Ask the students to investigate the career and find out what tasks are involved in pursuing the career.	Students could investigate careers through reference books and/or through interviews with someone performing in that career.
3. Have students through an art form such as drawings, collages, murals, photographs, sculptures, dance, or poetry present an aspect of the career investigated.	The art form could represent an individual performing the job, the workplace, or special equipment needed to perform the job.
4. Have students display their work and discuss the career they researched--what their art work represents and what they learned about the career.	Students might work together on presentations. The activity could be coordinated with the Industrial Arts, Art, and English classes.

EXPANSION:

* An art teacher could speak to students on how sport can be illustrated through art.
* A sports photographer or sports artists could speak to the class on their careers and how they combine sports with art.

CONCEPT: CAREER KNOWLEDGE LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The student will - experience planning, organizing, and carrying out an activity for young children.

MATERIALS: Depend upon activities selected

ACTIVITY:

1. Have students plan and organize a "Play Day" for students of a nearby elementary school (selected grades or entire school).

2. Have each student select and perform a specific task. For example,

   - play leaders - organize and run the various activities
   - equipment manager - supervises distribution and condition of equipment
   - schedule chairperson - organizes time and place of activities
   - liaison - meets with elementary teachers to get their ideas and keep them informed
   - participants chairperson - organizes elementary students into the various activities at various times
   - first aid chairperson - cares for minor injuries

NOTES:

Children's homes, hospitals, and homes for the aged are other possible sites.

A resource person from the local Y, city recreation department, or college physical education department could be invited to talk with students about procedures for running a Play Day Program.

(Continued)

- safety chairperson - enforces safety procedure

- secretary - responsible for lists of participants in events, schedules, etc.

- play day administrator - responsible for coordinating plans

3. Do a follow-up discussion with the students on how the "Play Day" went. For example,

   What activities were most successful? Why?

   What activities were the least successful? Why?

   How could certain activities have been improved?

   What skills did participants experience?

   What skills would they like to improve?

   If they had another "Play Day" what changes would they make?

EXPANSION:

* Students could plan another "Play Day" and incorporate what they learned from their first "Play Day."

CONCEPT: CAREER KNOWLEDGE LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - learn to integrate subject matter learned in physical education into a sports news report.

- increase their understanding of how various media are used to depict sports events.

MATERIALS: Camera, tape recorder, and microphone (optional)

ACTIVITY:	NOTES:
1. Conduct a class discussion on the variety of media used in sports coverage (writing, photography, broadcasting, art) and the components of a sports news report (statistics, players names, strategies, outstanding plays, etc.).	Sports stories from newspapers and magazines could be used as guidelines for students.
2. Have students form news teams and select the media they will use to report school sports events.	
3. Assign teams to "cover" the sports events at school and present their coverage reports to the class.	This could be a "mock" radio or television broadcast, photographs, newspaper columns.
4. Have the students compare the various media. Discussion might include comparison of the amount of detail each media can provide, and the knowledge and skills needed for different media.	

EXPANSION:

* Students could submit articles for publication in the school or local community papers and broadcast reports on the school P.A. system during homeroom or lunch.

(Continued)

* Students could serve as liasons to local newspaper, radio, and television reporters by providing coverage reports on school events.

* Students could "shadow" someone in sport media and observe the techniques that are used on the job.

CONCEPT: CAREER KNOWLEDGE LEVEL: PREPARATION LOCATION: SCHOOL

OBJECTIVE: The students will - develop knowledge of game rules and skills for officiating.

- become aware of the employment opportunities for officials.

MATERIALS: Game Rules Books

ACTIVITY:	NOTES:
1. Hold a class discussion on the role of an official and employment opportunities such as school, league, and recreation games.	
2. Ask students to select a sport they would like to learn to officiate.	
3. Ask students to read the rule book and discuss the rules in class.	Rule books are available from the National Association for Girls and Women's Sports 1201 16th Street, N.W. Washington, D.C. 20036, and National Federation of State and High School Athletics Association Elgin, Illinois 60120
4. Demonstrate and discuss the techniques of officiating - positioning on the court or field, signals used, pre and post-game responsibilities, etc.	A rated official in the sport can be invited to demonstrate officiating techniques and discuss employment opportunities.
5. Have each student practice officiating in class or in the intramural program.	If videotape equipment is available, students can get further practice in

(Continued)

observing game action and decide on calls they would make if officiating. Students can also be videotaped as they officiate and then assess their own performance.

EXPANSION:

* Students can attend a game and observe the officials as they work before, during, and after the game and report back with their observations.

  Games could be attended at high school, recreation league, college, or professional level.

* High school students are eligible to take an officials rating test, both written and practical, through the local Board of Officials.

  Certification as an officiating aide permits students to serve as scorekeepers, timers, etc. at high school and college events. This gives them the opportunity to work with rated officials. An Intramural Rating permits students to officiate intramural and some junior high interscholastic games.

CONCEPT: CAREER KNOWLEDGE LEVEL: PREPARATION LOCATION: COMMUNITY

OBJECTIVE: The students will - increase their knowledge about careers in physical education, sport, and related areas.

- develop a career file of local resources.

MATERIALS: Telephone directory, newspapers, file cabinet, file folders

ACTIVITY:

1. Compile with students a list of jobs in physical education, sport, and related areas found in the local community (camp director, scout leader, teacher, reporter, pro team secretary, stadium architect, equipment manufacturer).
2. Ask students to select one or more of the jobs and find the names of local people in these jobs.
3. Have each student personally contact one of these people and arrange an interview to obtain information about the job. For example,
   a. job description
   b. qualifications for the position
   c. places where an individual can receive training
   d. financial and other rewards
   e. work schedule and other places of employment
   f. current job market
   g. future outlook of the position
4. Have students write a report for the resource file and send a thank-you note to the resource individual.

NOTES:

Parents and guidance counselors can also suggest resource names.

The career resource file can be expanded and used by students, guidance counselors, and other teachers.

EXPANSION:

* Students could prepare a "Community Resource Directory" to circulate to other schools.

STRATEGIES

A School-Wide Sports Olympics

Holding a sports olympics in a physical education and sport program is a way to involve the entire school with not only physical education and sport, but career education. All of the subject areas can play a role in planning and running the Olympics.

In the physical education class students can assume the roles of contestants in the various events. This can involve conditioning, trials, and participation in the actual meet.

For their social studies class, students can research and discuss such questions as: How are countries organized for the Olympics? What are the social implications of the Olympics? What political implications has the Olympics had? How have historical events affected the Olympics? How have sports developed historically with the Olympics?

Lanugage arts students can provide media coverage by writing scripts, roleplaying television and radio reporters, filming, and handling event correspondence, and publicity releases.

Students in vocational classes can design and build any needed sports equipment, sew flags for the various countries represented, and prepare ethnic food to sell during the events.

In music classes, students can help compose sport olympic event music, as well as play various national anthems and the "official" Olympic fanfare theme.

Representatives from mathematics classes can serve as scorers and timers. In science and health classes, students can discuss the

the effects of exercise on the body, training and conditioning aspects, and various medical controversies concerning the Olympics. For example: use of frozen blood and needed medication.

The library and the media center can identify books, records, video-tapes, documentary films, and other materials related to the Olympics.

In scheduling the actual sports olympic events, parents can serve as advisors and helpers. Key community leaders can be invited to attend and perhaps take part in opening ceremonies.

On the actual, sports Olympics day, it is exciting to see the entire school, parents, and the community working with students for learning and fun. The school spirit generated from work on a common project can be tremendous. The school sports olympics as an event can be repeated yearly and become something everyone looks forward to.

A Plan for Career Knowledge Sessions

One way to infuse the career knowledge concept of career education is to hold a career information session one day each month throughout the school year. Each monthly session includes a speaker, some type of visual presentation, if possible, and a question and answer period. These sessions can present a variety of careers, although the following resource suggestions relate to physical education and sport:

- instructors, athletic trainers, intramural directors
- supervisors of physical education and recreation
- professional association members and officers
- representatives of local community service agencies
- local colleges, universities personnel
- members of the U.S. Armed Forces
- employees of local, State, and Federal Government divisions, for example: Department of Social Services, Recreation, Human Resources
- local sports commissions
- individuals from businesses and organizations related to physical education and sport
- professional athletes and representatives of local sports commissions, sports writers and photographers from local newspapers and magazines
- sports personalities from television and radio.

Give speakers a standard format to follow which includes their job description, job requirements, positive and negative job aspects, salary range, job availability, job promotion potential, and any other relevant information. Encourage speakers to bring any appropriate written and visual materials, and to include time for students' questions.

A speaker's presentation can be followed by class discussions. Students' interests may dictate other follow-up activities. For example, an interest in sports officiating might lead to the scheduling of an officiating clinic where students practice officiating techniques under

skilled guidance. A student work-study program might also be arranged. For example, a sporting goods store manager might give students an opportunity to work in the store and learn about the business.

If it is not possible to set-up a monthly schedule, perhaps a special physical education department program could be held featuring several career speakers. The program could be open to other interested students, but keep in mind the numbers of those listening to the presentation and what type of environment that the presentation would be presented in. Usually a speaker does better with a smaller number, in a class setting under the instructor's supervision. If many students are interested, divide them into groups that can be rotated to different speakers.

It is often difficult for a physical education teacher to keep up with changes occurring in the wide variety of careers in physical education, sport, and related fields. Scheduling speakers is one way that students can get appropriate first hand information to better plan for their job futures.

Student Internships

Internships can help students develop skills and talents that will make them happy and productive members of society. Through internships, students may:

- develop maturity and self-esteem
- get some practical experience in their area of career choice
- get intensive and individualized instruction that teachers cannot offer in the classroom
- discover that learning also takes place outside the school
- learn to relate to adults--other than family and teachers
- make a positive contribution to community services
- begin making a good transition from high school to the adult world.

No matter what happens - success, failure, or adjustment - the interns acquire information and gain experience useful to them in making choices about their future education and career needs.

Usually a teacher within a given department, in this case physical education, coordinates the intern placements. Arrangements are made with local public and private organizations for a student to spend a certain amount of time each week learning about the organization and doing some productive activities. Frequently students spend one or two, and sometimes more, hours each day working at their intern site. In most cases, the students are assigned to the internship experience instead of taking regular classes the last two periods of the day. Interns can be asked to keep daily logs of their activities which are shared with the teacher coordinator.

The selection of a qualified staff person is critical to the success of this program. The role requires that an individual possess strong human relations, public relations skills, and a willingness to become familiar with community resources.

The teacher coordinator should:

- develop material that will explain the intern program to the school and community
- determine eligibility criteria for students
- identify and select student participants
- contact community resources to explain the internship program and to arrange for placements
- conduct appropriate orientation and problem-solving seminars
- arrange for academic credit if appropriate
- visit intern sites when possible
- develop strategies for using interns as teaching assistants in appropriate subject areas
- maintain a file of community resources and student records. Whenever possible, intern coordinators should be assigned a double planning period (or longer) so that they will have time to travel to community sites where the interns are working.

Most school systems grant credit for bona fide internship programs. Check with the school administration or other appropriate officials to determine how much and what type of credit should be granted. Usually credit is earned in the subject matter of the department conducting the internship program. For example, students interning with a Department of Recreation might have their transcripts marked "internship - physical education." The amount of "on-the-job" time required in order to earn credit may vary from state to state, but usually a student must serve

about 132 hours in order to earn one credit.

Because student internship programs are unique and relatively new, there are a number of factors to consider.

- Do make certain that parents are aware of the program and have signed a permission for the intern to be away from the school.
- Don't allow students to be placed in potentially hazardous situations.
- Do make certain that one person at the intern site is identified as a "sponsor" for the intern. It is to this person that the intern should report.
- Don't take attendance for granted. Verify by telephone each marking period or have the intern fill out a weekly time sheet to be signed by the sponsor.
- Do make certain that you have clarified legal and insurance issues with the school administration.

After checking legal and policy issues with local officials, common sense and the needs of the students are the best guides for developing good internship programs. Resources vary from community to community. A physical education department can rely on organizations such as:

- Department of Parks and Recreation
- Health clubs or country clubs that provide recreation activities to members
- Environmental organizations
- Hospitals that offer physical therapy training
- The local YMCA, YWCA, and community centers
- Commercial establishments, fraternal organizations or industries that offer recreation programs
- Sports directors at local colleges
- Day care centers for children.

A wide variety of internship possibilities exists for those who are willing to tap waiting community resources. Students who have the opportunity to experience internships usually remember them as one of their most valuable learning experiences. Also it is a good way to give students on-site experiences related to career options in physical education, sport, and related fields.

Individualized Learning Packets

Individualized learning packets are an effective way for students to pursue their specific interests at their own pace. These packets can be organized in a variety of ways, but should include specific objectives, learning activities from which students can choose options, and evaluation procedures. With teacher guidance, students can develop their own packets or expand existing packets by designing their own learning activities and procedures for evaluation.

Resource identification is an important part of packet development. Often instructors and students can work together to contribute resource ideas. Since much of the responsibility for learning falls on the student, the instructor should make sure that the student can locate and identify appropriate resources to help with activity completion. If students have not had any prior experience in using packets and taking responsibility for completing assignments on their own, special guidance may be warranted. Individualized guidance can not only be provided by the instructor, but by librarians, student aides, other teachers, and parents.

One way to develop a packet is to select a topic or theme and design the learning activities around that major idea. The theme of this sample packet is Physical Education, Sport, and the World of Work and Play. The major goal of the packet is to show students some ways that physical education and sport relate to the world of work. Sub-themes selected from which to develop activities within the packet are as follows: "Physical Fitness," "Work and Play," "Balance of Work

and Leisure," "Movement Skills in Work and Play," "Personal and Social Values At Work and Play," "Self-Awareness For Work and Play," and "Career Knowledge for Work and Play." Students might have the option of choosing any three of the six sub-themes to pursue. Each subtheme would have a standard outline with activity options. The following packet outline is based on one of the six subthemes.

THEME: Physical Education, Sport and the World of Work and Play

SUBTHEME: Physical Fitness in Work and Play"

Objectives: The student will - identify components of fitness important to participation in work and play
- understand how fitness is developed and maintained.

Suggested Activities: Choose any three of the following:

1. Interview several physical education teachers, a community recreation leader, and one other community resource of your choice to find out what benefits an individual gains from being physically fit. Prepare your results in the form of a survey report. Attach the list of questions used, the answers, and a written narrative of the conclusions you drew from the survey results.

2. Select at least five reference books from the library and summarize what the books state are important components of physical fitness and how the components are developed. Present to the class, major ideas on physical fitness from each source. Then tell the class what implications these components have for your classmates in work and leisure pursuits.

3. Collect information on how many calories a person burns according to activity performed. These activities should include both work and play activities.

   Prepare a chart which presents the data and explain the chart to the class with your ideas on why it is important to carefully select the kind of activities you are involved in if you wish to improve physical fitness.

4. Select three community resources whose major purpose is to help people become or maintain physical fitness. Find out what these programs offer, their advantages and disadvantages. If possible, participate in the program.

   Do a comparison chart among the resources that shows what programs they offer, their advantages, and disadvantages.

5. Write to five major associations, organizations, or businesses concerned with physical fitness and collect materials and information from them.

   Plan a bulletin board that illustrates the materials and explain to the class the purpose of each organization, what programs they have, and how others can be involved with them if they choose. Finally tell how you think each organization promotes physical fitness in work and play.

6. Plan a neighborhood event in which physical fitness is measured by a series of exercises. Conduct these exercises and record what you learned from the participants.

   Write a report on the problems in setting up a fitness event, what you learned about physical fitness of others, and future recommendations you would make for people to maintain fitness.

Evaluation:

Both written and oral reports as well as displays will be evaluated on the student's ability to follow directions, creativity in applying the theme to the packet theme, organization and development, and comprehension of the material.

Students need to keep the instructor informed on their progress. This may require that some time be set aside to individually talk with students about what they are working on, how it is going, and further questions.

If students elect to develop their own activities and evaluation for a subtheme, instructors should check and make sure that the activities and the evaluation are realistic and attainable.

In organizing learning packets, some instructors prefer to create a three-dimensional packet and use a resource box. An easy way to

organize packets is to have one folder or envelope for each subtheme. Multiple copies of the learning activities are placed inside the subtheme folder. Student helpers can check packets periodically to see if copies of all parts are present. Students can use sign-out sheets when borrowing parts of packets.

In conclusion, a learning packet is one other strategy to help personalize learning. When career education packets include current materials with relevant learning strategies, another bridge is created between the physical education curriculum and the world of work.

Community Resources - An Expanded Dimension for Physical Education and Sport with Career Education

Career education in physical education and sport can be enriched by the utilization of community resources (collaboration). Collaboration provides an opportunity for the community to reach the school as well as for the school to reach out to the community.

Major advantages of including community resources as part of the physical education and sport curriculum are to give students access to a variety of adult role models, personal experience in the world of work, understanding of community needs, and opportunities to consider a future role in the community. In working with the community, physical educators can constantly assess how well their instructional programs are meeting community needs and specifically the needs of the world of work.

How are some ways physical education students can use the community?

- to receive direct career knowledge by exploring career opportunities in physical education and sport that exist in the community and to look at the interdependence of occupations.
  Example questions: How do industrial fitness specialists meet individual exercise needs based on the type of job an individual holds in the community? How do recreational therapists work with other professionals to better meet a client's needs?

- to explore worthy use of leisure time and how to balance work and leisure by utilizing community resources.
  Example questions: What community resources are available for a student's leisure time use? For a worker's leisure time use? What does the balance between work and leisure mean to those working in the community? How do workers in the community use their leisure time? How does their job affect their leisure time activities?

- to understand the effect of one's occupation on his or her total lifestyle.
  Example questions: How does competition in one's job affect stress? What limits does an occupation's income impose on leisure time pursuits? What effects does a particular job have on physical fitness, health?

- to promote self awareness
  Example questions: How does work (a particular job) meet individual needs, goals? What limitations does the job impose?

- to demonstrate personal and social skills
  Example questions: How can a student's personal and social skills relate to community needs? What experiences in the community can further develop a student's personal and social skills?

If one subscribes to the potential value community resources can have in physical education and sport classes, then the next step is to identify community resources that can be used. What are some potential resources? Parents are one. At the first of the year, have students indicate how their parents might be involved. They can list on three by five cards their parents' employment; some may have careers related to physical education and sport. Students are resources too. Have them list their special interests and hobbies and include their home address and phone number. A file box in the class can contain other resources students identify during the year. For example, sports facilities, recreation programs. Other suggestions for community resources are listed on pages 178-179.

Students could be given credit for using community resources on their own time to gain new knowledge and skills. Make this an opportunity for all students. For example, an outstanding television show related to physical education and sports could be recommended for

students to view and critique. A follow-up discussion in class could focus on what they learned from the show. Some students may not have televisions or may not be permitted to watch, so other options need to be provided.

Students working in jobs that apply physical education skills might receive some class credit for these community learning experiences. For example, students who work at a day care center and help youngsters with movement skills could demonstrate what they do or arrange a class visitation. Whether paid or volunteer, credit or non-credit, a variety of opportunities can be created for students. The formation and utilization of a school/community advisory committee can help in identifying community experiences for students.

As a community service, students can devise ways for their class to share with the community. Perhaps a parents' night where students demonstrate phyiscal education skills used in the world of work and leisure. Students could run a health fair for community participants and demonstrate practices that contribute to good health. A movement class for pre-school youngsters or the aged could be conducted by students on a weekly basis. Another class project would be for students to offer instruction to the community in physical activities and sports that could be used during leisure time.

When inviting a guest speaker to the class, give them some guidelines so that the objectives of the visit can be better met. It is beneficial to have the class do some prior research on the speaker's topic and discuss and frame questions and topics for the speaker to cover.

If site visitations are part of the resource plan, allow time to make the necessary arrangements. Students and their parents can often help with the routine detail work necessary for community visitations. Often field trips for the entire class are difficult to arrange, but representatives from the class can be selected to make the visitation and report back. Be sure that students have specific things to look for when going on a field observation.

COMMUNITY RESOURCE SUGGESTIONS

Community Resource Sites (Check any of the following you have in your community)

_____parks
_____pools
_____stadiums
_____playing fields
_____golf courses, driving ranges, putt-putt
_____professional and school athletic teams
_____clubs and youth organizations
_____jogging and nature trails
_____tracks
_____tennis, squash, handball courts
_____fitness centers
_____marinas
_____archery ranges
_____dance schools
_____city recreation and crafts classes
_____archery ranges
_____gymnasiums
_____radio and television stations
_____community dance groups
_____ice and roller skating rinks
_____bicycle rentals
_____wooded area for orierteering
_____community recreation centers
_____riding stables
_____sporting goods stores, manufacturer
_____camps (day, sport, handicapped)
_____therapy clinics and hospitals
_____ski areas
_____bowling alleys
additions?
other?

Community Resource Individuals

Athletics

_____Coach
_____Team Manager
_____Athlete
_____Statistician
_____Scout
_____Athletic Director
_____Official
_____Equipment Supervisor
_____Sports Information Director/ Promoter

Dance

_____Choreographer
_____Teacher
_____Dancer
_____Dance Therapist
_____Dance Critic
_____Movement Notator
_____Company/Artistic Director

Community Resource Individuals (Continued)

Commercial Business

_____Industrial Fitness Program Director
_____Commercial Fitness (Health Spas)
_____Sports Store Manager/Salesperson
_____Hunting Guide
_____Golf Caddy
_____Horse Trainer
_____Sports Facility Designer
_____Equipment Designer/Manufacturer
_____Club Manager
_____Groundskeeper
_____Fishing Boat Captain
_____Deep Sea Diver
_____Athletic Facility Attendant
_____Ski Lift Operator
_____Bowling Machine Mechanic
_____Amusement Center Operator
_____Tour Guide/Director

Education/Instruction

_____Physical Education Teacher
_____Sport Instructor (skiing, sailing, etc.)
_____Life Guard/WSI
_____Researcher (Physiology, etc.)

Recreation

_____Recreation Leader
_____Camp Director/Counselor
_____Park Manager/Ranger/Assistant
_____Therapeutic Recreation Technician/Aide
_____Occupational Therapist/Aide

Sports Journalism

_____Announcer/Commentator
_____Writer
_____Photographer
_____Cartoonist

Sports Medicine

_____Cardiac Rehabilitation Specialist
_____Athletic Trainer/Assistant
_____Physical Therapist/Assistant/Aide
_____Corrective Therapist

Additional Resource Places

_____newsletters (community and organizational)
_____newspaper listings (special and weekly activity features)
_____magazine listings
_____school bulletins
_____posters, signs, billboards, flyers (found in community business)
_____bulletin boards (city/state governments)
_____phone books (yellow and white pages)
_____radio and television sport announcements
_____television (newscasts and feature shows on community)
other?

Evaluation Options

Evaluation is an important concern of educators and a variety of evaluation options are often desired. Within this Handbook, 6 concepts for infusing career education into physical education and sport were selected for activity development. Specific criteria for evaluation should be selected according to the objectives and nature of the activity. Presented below are examples of methods that could be used for evaluation:

- Interviews - Students can ask workers informal questions about what movement skills they see and use in the world of work.
- Incomplete sentences - Teacher-designed, these can be used to measure different types of responses, frequency of responses, and appropriateness of responses to specific criteria. For example: My leisure time is usually spent _____. This item can give the teacher an idea about the different interests and understanding of leisure by the class.
- Standardized Tests - A program such as the AAHPERD Physical Fitness Test can be used to measure how fit students are at the beginning and end of the course.
- Self-evaluation - Students can assess their level of achievement to help them set goals. For example: Ask students to identify the movement skills they feel they have improved on since the course began that will help them in the world of work. Students could cite evidence of improvement (self-evaluation).
- Role Playing - Students have an opportunity to apply knowledge in an actual situation. For example: You are a sports star from a (high school) and hope to get a college scholarship. Role play an interview with the college team coach on why you are well qualified for the scholarship. The teacher can observe how well the student presents the knowledge and how interpersonal skills are applied.
- Written Assessment - A written assignment can often be coordinated with another teacher. For example: Have students discuss in essay form the following situations as they relate to career options in physical education and sport: responsibilities of the position, required training, and why they would or would not be interested in such a position.

These written assignments can be used for display purposes and to help keep information files current.

Inform the students of class goals, activity objectives, and evaluation procedures. In addition to class goals, students can be encouraged to set individual goals and have some say in the evaluation process. Involving students in this way can often increase their motivation to learn.

Evaluation can also involve the use of community resources. Class procedures which involve community learning may require some flexibility. When students shadow a worker to learn about career options, a job evaluation checklist can be developed so that the students can focus on aspects of the job they liked and disliked. If students elect to take a work study program or internship for class credit, the student, teacher, and community resource need to work together to predetermine evaluation criteria for the experience.

By giving students specific assignments and expectations, teachers can help students focus on the relationship between class and community resources. Students and teachers can work together to identify and use community resources in attaining class goals and objectives.

In conclusion, using a variety of evaluation options can expand the evaluation process. Through a broadening of evaluation options and identification and use of community resources, learning can be expanded and merge the student, teacher, and community in the learning process.

DISCOVERING CAREER OPTIONS

DISCOVERING CAREER OPTIONS:
A SECTION FOR STUDENTS

This material is presented in outline steps to help students explore job options and prepare for getting jobs which will be satisfying to them. Hopefully some of the information students discover can be shared in class. These steps can help all students, whether or not they are interested in careers in physical education, sport, or related fields.

STEP A - Career Goals Development

1. List your favorite interests and hobbies.
2. List your abilities, special skills, and other unique qualities.
3. List some things that you would like to accomplish during your life.
4. List particular job features that you are interested in. For example: job setting you would like to work in, tasks that you would like to perform, desired salary, chances for advancement, job mobility, and job demand.
5. List some statements that describe your career goals.
6. For further help with this step, refer to Richard Bolles' book, What Color Is Your Parachute, Ten Speed Press, Berkeley, CA, pp. 84-99.

STEP B - Career Investigation

1. Check out several sources for career information. Some examples are -

____ Your teachers
____ Your guidance counselor and the guidance department
____ Your school library and other school resource centers
____ Public libraries and librarians, bookstores
____ Your relatives, friends, and acquaintances
____ Community resources such as businesses, organizations, and agencies (Refer to the yellow pages of the telephone book for additional ideas)
____ Newspapers, magazines, local televised features
____ Special community events and programs

____ Educational institutions (trade, business, technical schools; community and junior colleges, and universities)
____ Professional associations and organizations (for a list of those related to physical education, sport, and related fields refer to Handbook,* page 242)
____ Career information bibliographies (refer to Handbook, page 197)
____ State employment agencies
____ Federal Government agencies (U.S. Department of Labor, 500 C Street, N.W., Washington, D.C. 20211).

2. Look at some key resources. Some examples are -

- Occupational Outlook Handbook, U.S. Department of Labor, Washington, D.C., 20210.

  One of the best sources of career information. It provides basic job descriptions, requirements, prospects for employment, salaries to be expected, and so on.

- Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D.C., 20210.

  This source has over 15,000 different job titles and gives a brief description of each job. This is an excellent source if you are interested in broadening your view of many jobs that you probably didn't even know existed.

- Reader's Guide to Periodical Literature. This will help you to find articles about careers and the world of work. For information on careers related to physical education and sport suggested topics to refer to include: sports, work, job, career, physical education, recreation,

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*Handbook refers to Weaving Career Education Into Physical Education and Sport: A Handbook, AAHPERD, 1201 16th St., N.W., Washington, D.C. 20036.

leisure, and specific career titles.

- o The Newspaper. The want ads can give you an opportunity to see what types of positions are available that relate to physical education, sport, and related fields. Become acquainted with the type of experience and training these jobs require, the salaries, opportunities for advancement, the working hours, and the advantages and disadvantages of the job. This will help you to become familiar with the job market and what skills are required for certain jobs.

3. Identify information from special groups. Some examples are -

- Youth - Employment Training for Youth Program Fact Sheet, Office of Information, Inquiries Section, Room 10225, Employment and Training Administration, U.S. Department of Labor, 601 D St., N.W., Washington, D.C. 20213.
- Mentally Handicapped - President's Committee on Mental Retardation, Regional Office Building, 7th and D Street, S.W., Washington, D.C. 20202.
- Physically Handicapped - President's Committee on Employment of the Handicapped, Room 600 Vanguard Building, 1111 20th Street, N.W., Washington, D.C. 20036.
- Women - Women's Bureau, Employment Standards Administration, U.S. Department of Labor, 200 Constitution Ave., N.W., Washington, D.C. 20210.
- Other - Check with your local library, city hall and state offices. If you are interested in physical education, contact the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 1201 16th Street, N.W., Washington, D.C. 20036.

STEP C - Information Gathering

1. Decide what reference sources you wish to contact.
2. Develop a neatly written or typed form letter that requests information. The following example is a sample letter that could be used as your model:

(Your address) 1314 North Star Road
Miami Beach, FL 33139

(The date) May 3, 198_.

(Address of whom you are writing to)
Association of American Dance Companies
162 West 56th Street
New York City, New York 10019

(Salutation) Dear Sir or Madam:

Please send me information you have available on (subject you are interested in). I am especially interested in job opportunities as well as the training required. Could you also tell me the approximate salary range.

I have enclosed a stamped self-addressed envelope for your convenience.

Sincerely yours,

(Closing)

Karen Klain

STEP D - Experience Opportunities

1. Try Volunteer Work. Many times valuable experience can be gained in a volunteer job that will help increase your job skills for a later paying job. Opportunities

are available within your own community. Contact your local government, community organizations, and agencies. Check local newspaper announcements and advertisements.

2. Schedule Interviews. First hand knowledge of careers can be gained by interviewing people who have jobs that interest you. Possibly a parent or your teacher could help put you in contact with someone. The following are suggested questions for an interview:

- What careers did you want to pursue as a young child?
- What special skills and interests contribute to this job?
- What schooling or training is needed for your job?
- What different types of jobs have you had that contributed to your job now?
- How would you describe your job? What is an average day like?
- What are the most satisfying aspects of your job?
- What are the most frustrating, unpleasant parts of your job?
- What do you think your job will be like in another 5-10 years?
- How has your particular job changed over the last 10 years?
- How does your job support your way of living in terms of income, knowledge, working hours, and leisure time?
- What advice would you give to a young person interested in this career?

What additional questions would you like to ask? Think how you might answer some of the questions you asked as you picture yourself in a job five years from now.

After your interview, share with your class what you have learned. You might also write an article for the school newspaper on the information you received from the interview.

3. Consider Shadowing. If you have identified a career you are interested in, a valuable experience would be to spend an entire day with someone in that career. For example, if you were interested in managing a sporting goods store, your teacher, guidance counselor or parent could help you arrange a visit to a local sporting goods store to observe management procedures. For a day you could observe, talk with people, and possibly help in the store. Look for things you like and do not like about the job and the possibility of working in such a store.
4. Set-up Internships. Your school might have a program or be willing to arrange for you to get credit for working at a job for a specific time period. Check out this possibility with your counselor.

STEP E - Resume Development

1. Develop a resume. For a high school student with little job experience, a resume can be developed by highlighting involvement in school and community activities. Hobbies and special interests also provide important experiences that can be translated to the job market as special skills. The following is a sample of a traditional resume that could be used in applying for a variety of jobs:

Resume of Vera Winfield

Vera Winfield
1448 San Ray Drive
Washington, D.C. 20017

Health: Excellent Height 5'6" Weight: 120 lbs. Status: Single

Education: Woodrow Wilson High School Graduate

Special Honors:

- Honor Roll
- School representative for city-wide mock trial competition
- Awards in city-wide volleyball tournament for statistician work

Specific Experience:

- Girls Service Club
  .Coordinated elementary school party activities
  .Assisted with bi-weekly meeting agendas
- Sports Statistician
  .Compiled data for teams
  .Trained other assistants
  .Analyzed team records
- Student Reporter - Washington Post
  .Developed short stories on sporting events for local newspapers
- Girls Athletic Association
  .Assisted in fund raising activities
  .Managed school softball team
  .Participated in volleyball and basketball
- School Office Assistant
  .Used variety of office equipment
  .Maintained office records
- Veterinarian Assistant
  .Handled building maintenance
  .Prepared animals for operation
  .Assisted in operating room
  .Organized and updated office files
  .Distributed and administered medication
  .Assured animals care and safety

- Street Law Project
  .Organized daily meetings for public school representatives
  .Participated in mock trial as defense attorney

- Neighborhood Organizer
  .Planned special gymnastics program for the local youths

Special Interests, Hobbies:

- Sports - Volleyball, boating, skiing, softball
  .Sewing
  .Boat remodeling
  .Movie and sport critic

2. Include action verbs of what you have done to describe the tasks you list in your resume. The following are some examples:

accomplished	established	perceived
achieved	evaluated	prepared
administered	examined	presented
applied	followed-up	promoted
assessed	formulated	qualified
assured	gathered	recommended
brief	identified	reported
classified	inspected	reviewed
communicated	instructed	revised
compiled	insured	scheduled
conducted	maintained	specified
coordinated	managed	suggested
critiqued	moderated	supervised
delegated	monitored	tested
demonstrated	negotiated	trained
developed	observed	treated
devised	organized	updated
edited	participated	wrote

3. Contact References. To develop a reference list, ask people ahead of time if you can use their names as a reference. Try to identify people who have seen you work and know what you can do. These references should not be relatives. When submitting a resume to a particular place

of employment, you may be asked to fill out an application form which will ask for specific reference names, addresses, and phone numbers. Be sure to have this information with you.

STEP F - Job Responding

1. Identify some places that you would like to work.
2. Find out all you can about the employer, his or her work problems and concerns.
3. Think about what skills you have to meet the employer's major concerns and business goals.
4. Approach the place you are interested in working. This may be a personal visit where you take your resume, fill out a job application, and visit a specific person at the job site. If possible, try to visit the person who is in charge of the area you wish to work in rather than just the personnel department.
5. Respond to appropriate job advertisements. Often this means sending a copy of your resume and a cover letter that highlights why you would be good in the specific job.

The following is an example of a job advertisement that Vera Winfield (the writer of the previous resume) answered:

Wanted:
Administrative Assistant

Recreation facility desires person with office experience to work with young children in various recreation and sport activities. Part time position.

In response to the advertisement, Vera sent the following cover letter:

1448 San Ray Drive
Washington, D.C. 20017
May 30, 198_.

Administrative Director
Seabrook Recreation
554 Thum Road
Seabrook, MD 56557

Dear Sir or Madame:

I am responding to your advertisement for the position of administrative assistant in the children's recreation program and would appreciate your consideration for this position.

I have been directly involved in sports and recreation all my life. Specifically, each summer I organized recreation activities for 30 neighborhood youth under the sponsorship of the City Parks Department. I have also been a team manager and statistician for my school's major sports--basketball, softball and tennis. As a school office worker for the past six years, I have had administrative experience. My duties included filing, drafting correspondence, and assisting parents and students.

For your review, I am enclosing a resume and would appreciate a personal interview with you. I can be reached during the day at 555-1317. Thank you for your consideration.

Sincerely,

Vera Winfield

Next, Vera adapted her previous resume to a specific job goal and listed those experiences that applied to the advertised job. Notice how she has selected specific experiences from her traditional resume to develop this functional resume.

Vera Winfield
1448 San Ray Drive
Washington, D.C. 20017
Telephone: (202) 555-1317

Objective: Administrative assistant in a recreation or sport program

Management Experience:

- Assistant team manager for high school softball team
  .Kept attendance
  .Assisted players in area where help was needed
  .Responsible for equipment
  .Informed players of practice and game schedule
- Sports Statistician
  .Developed a system for maintaining statistical data
  .Trained new staff
  .Analyzed statistics
- School representative for Street Law Project
- Student Sports Reporter
  .Reported highlights of sporting events to local newspapers
- Sports participant--softball, volleyball, and basketball teams
- Member of the Girls' Athletic Association
  .Planned and coordinated activities of GAA
  .Contributed ideas for fund raising projects

Education Background: High School Graduate (honor roll)

Personal Data: 18 years old, single, excellent health

References: Will be sent upon request

6. Try to get in touch with the place of employment for a personal interview after submitting your cover letter and resume.

STEP G - Employer Identification

Decide where you wish to work after you have had several job interviews and considered the various factors of the work. Most employers who offer you a job, will give you time to decide. You may even be interviewed several times for the same job before a decision is made to offer you the position.

STEP H - Career Goals Assessment

1. Continually assess your career goals by asking Who Am I? What Do I Want? and What Do I Do Well?

2. Pursuing career options in physical education, sport and related fields can be rewarding. For those of you who are interested, the following is a list of some of the many career options you might puruse:

ATHLETICS

___ Coach
___ Team Manager
___ Athlete
___ Statistician
___ Scout
___ Athletic Director
___ Official
___ Equipment Supervisor
___ Sports Information Director, Promoter

EDUCATION/INSTRUCTION

___ Sport Instructor (Skiing, sailing, etc.)
___ Life Guard/WSI
___ Researcher (Physiology, etc.)
___ Physical Education Teacher

SPORTS MEDICINE

___ Cardiac Rehabilitation Specialist
___ Athletic Trainer/Assistant
___ Physical Therapist/Asst./ Aide

DANCE

___ Choreographer
___ Teacher
___ Dancer
___ Dance Therapist
___ Dance Critic
___ Movement Notator
___ Company/Artistic Director

RECREATION

___ Recreation Leader
___ Camp Director/Counselor
___ Park Manager/Ranger/Asst.
___ Therapeutic Recreation Tech./Aide
___ Occupational Therapist/Aide

COMMERCIAL

___ Industrial Fitness Program Director
___ Commercial Fitness (Health Spas)
___ Sports Store Manager/Salesperson
___ Hunting Guide
___ Golf Caddy
___ Horse Trainer
___ Sports Facility Designer
___ Equipment Designer/Manufacturer
___ Club Manager
___ Groundskeeper
___ Fishing Boat Captain
___ Deep Sea Diver
___ Athletic Facility Attendant
___ Ski Lift Operator
___ Bowling Machine Mechanic
___ Amusement Center Operator
___ Tour Guide/Director

SPORTS JOURNALISM

___ Announcer/Commentator
___ Writer
___ Photographer
___ Cartoonist

For specific names of organizations and associations to write for information on these career options and many others, refer to the Handbook Bibliography on page 242.

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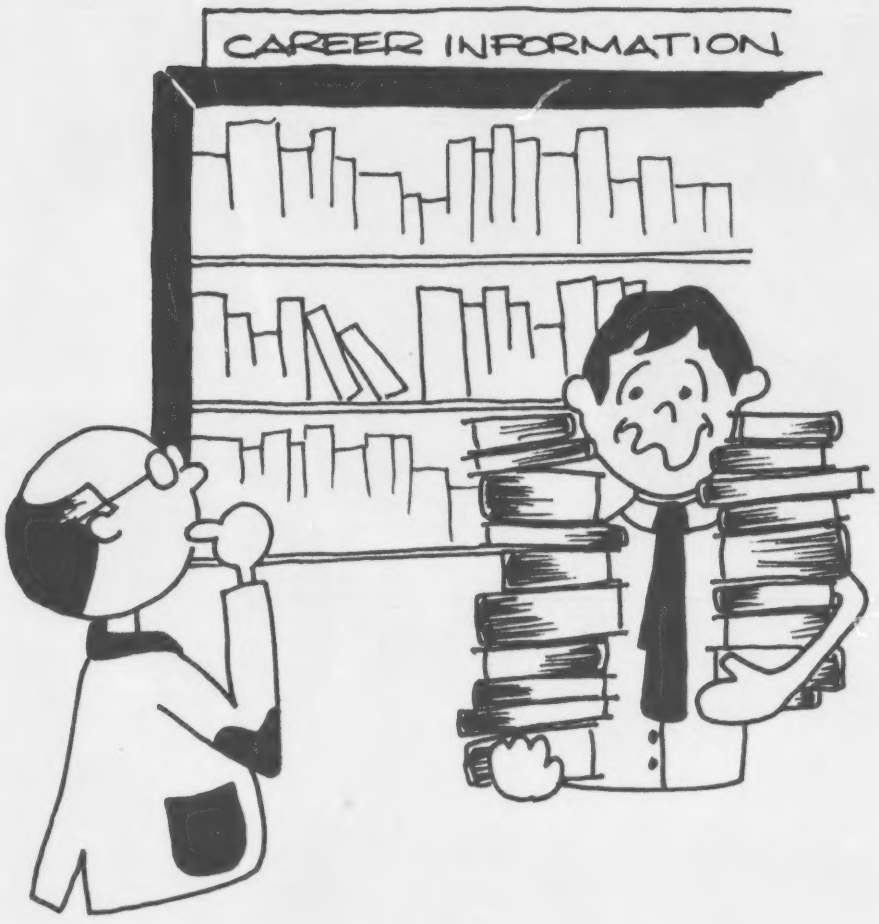

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A. Career Information - Physical Education/Sport

1. Teacher

a. General.

A Career in Coaching: Grade 9 Daily Physical Education Development Project, by Luther A. Maufas, University City School District, MO, 1972, 24p. Four lesson plans covering career preparation knowledge, skills, and self-knowledge. Overall goal is for students to acquire knowledge in the field of coaching.

Career Awareness K-6: Compilation of Modules, I Can Be Me from A-Z, by Jeanetta C. Shipp, Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, OK, 1974, 129p. Designed to aid teachers in incorporating career awareness units into major subject curricula on elementary level.

Career Awareness K-6: Dictionary of Occupational Titles, by Jeanetta C. Shipp, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK, 1974, 283p. Designed to be used with I Can Be Me from A-Z, although it can be used separately. It helps make students aware of occupational clusters.

Career Education Activities for Subject Area Teachers, Grades 6-9, by Peter Finn and Jane Lawson, Abt Associates, Inc., Cambridge, MA, 1975, 299p. Resource book that can be used to supplement the regular curriculum by integrating one or more career education activities into the regularly taught courses.

Career Education: The Leisure Occupations Cluster, by Peter J. and Vinton Verhoven, Ohio State University, Columbus, OH, 1973, 59p. Guide is intended to supplement career education curricula with information about leisure occupations.

Career Exploration in Hospitality and Recreation, by Benaree Wiley and others, Contract Research Corporation, Belmont, MA, 1976, 219p. Guide helps students with decision-making skills and explores the areas of hospitality and recreation.

Concepts and Careers in Physical Education, by Robert and Joyce Clayton, Burgess Publishing Company, Minneapolis, MN, 1977. More for college methods, but has section on careers and several chapters on specific careers related to physical education/sport.

A. Career Information - Physical Education/Sport

1. Teacher

a. General. (Continued)

Exploring Careers through Part-time and Summer Employment, by C. Lobb, Richard Rosen Press, New York, NY, 1977. People and agencies who can help students locate and secure their first part-time and summer employment in all areas from aerospace to zoos.

Exploring Dance Careers: A Student Guidebook, by Richard Cornell and Mary Lewis Hansen, Technical Education Research Center, Cambridge, MA, 1976, 32p. Student book on exploration of dance careers presents information on specific occupations in both performance careers and dance education.

Health Careers Reference Manual, Virginia Council on Health and Medical Care, Richmond, VA, 1977, 143p. Information on careers in the areas of occupational therapy, physical therapy, respiratory therapy, therapeutic recreation, and many health related careers.

NCCE Index for Teachers - Health and P.E., Grades K-12, National Center for Career Education, The University of Montana, Missoula, MT.

Physical Education as a Career, by James H. Humphrey, Charles C. Thomas Publishing Company, Springfield, IL, 1978. Basic introductory text to physical education which includes information on careers other than teaching.

Physical Therapist, Occupational Simulation Kit, by Rod Powell, San Juan Basin Area Vocational-Technical School, Cortez, CO, 1976, 39p. The career exploration instructional booklet on the occupation of a physical therapist gives a brief job description, responsibilities, and case presentations.

Recreation and Leisure Time Careers, by Clayne R. Jensen, Data Courier, Inc., Louisville, KY. Discusses many areas of leisure time occupations, trends, professional training and education, as well as provides employment information.

Recreation, Parks and Youth Service, Information Systems and Services, Inc., Milwaukee, WI, 1974. Book that gives good list of career possibilities and is divided into parks, recreation, medical recreation, independent professionals, zoological gardens, youth services, scouts, boys' clubs, and commercial recreation.

A. Career Information - Physical Education/Sport

1. Teacher

b. AAHPERD Publications.

Information on the following materials can be received by writing the American Alliance for Health, Physical Education, Recreation and Dance, Publications, 1201 16th Street, NW, Washington, D. C., 20036.

Alternative Professional Preparation in Physical Education, William J. Considine, AAHPERD, 1979, 160p. The total aspect of and the need to provide alternative curriculums within the physical education curriculum is discussed.

A Leadership Guide for the Physical Education Majors Club, AAHPERD, 13p. An outline on how to lead a group.

ACE Report, inserts in Update (February, May, July-August, November, 1979), AAHPERD Newsletter, 4p. each. Strategies and ideas presented on how to infuse career education into physical education and sport. Includes resources lists.

Career in Activity and Therapy Fields, AAHPERD, 1976, 36p. For high school students investigating careers in art, dance, or music therapy, early childhood education, athletic training, adapted physical education, developmental optometry, therapeutic recreation, horticulture therapy, occupational therapy, activity therapy, and others.

Careers in Leisure and Recreation, AAHPERD, 1979, Pamphlet. Career potential and man-power trends in areas such as industrial recreation, executive fitness, leisure counseling, commercial recreation, and therapeutic recreation are discussed.

Career in Physical Education and Sports, AAHPERD, 1977, Pamphlet. Selected career options are outlined.

Dance - A Career For You, AAHPERD, 1977, Pamphlet. Basic information for a career in dance as a teacher, therapist, performer, notator, choreographer or recreation leader is presented.

Dance Directory: Program of Professional Preparation in American Colleges and Universities, AAHPERD, 1978, 160p. A guide for students, guidance couselors, librarians, historian, researchers, performing artists and dance educators.

Directory of Graduate Physical Education Programs, AAHPERD, 1979, 80p. Institutions offering graduate degrees are discussed.

A. Career Education - Physical Education/Sport

1. Teacher

b. AAHPERD Publications. (Continued)

Directory of Undergraduate Physical Education Programs, AAHPERD, 1979, 122p. Institutions offering graduate degrees are discussed.

Directory of Professional Preparation Programs in Recreation, Parks, and Related Areas, AAHPERD, 1973, 56p. Comprehensive reference with information on current offerings in parks, recreation, leisure, and cultural services throughout the U.S.

Infusing Career Education Into Physical Education and Sport, AAHPERD, 1979, 65p. Collected writings by physical educators nationwide on why and how to infuse career education in physical education and sport.

Opportunities in Recreation and Leisure, AAHPERD, 1978, 123p. Range of positions available in the expanding recreation and leisure time occupations are described and illustrated by examples of people and their careers.

Professionalism - The Game Spirit, (Job Alternatives to Teaching), by Celeste Ulrich, AAHPERD, March, 1976, 18p. Discusses alternative careers to teaching.

Professional Major Clubs: A Handbook for Advisors, AAHPERD, 21p. Publication to help with the organization and running major's club.

Professional Major Clubs: A Handbook of Projects and Activities, AAHPERD, 11p. Publication that gives ways to make clubs purposeful and active.

Professional Preparation - Commitment and Change, by Jack E. Razor, AAHPERD, September, 1977, 16p. Includes the Status of education, quality considerations of teacher education, quality considerations of teacher education, rapidly emerging struggle for control of the teaching market, graduate and in-service education, and alternative careers for the physical education major.

Professional Preparation Directory for Elementary School Physical Education, AAHPERD, 1978, 56p. Directory of colleges and universities offering a program focus for the elementary physical education specialists.

Professional Preparation in Adapted Physical Education Therapeutic Recreation and Corrective Therapy, AAHPERD, 1976, 136p. Guide for individuals anticipating careers in adapted physical education, therapeutic recreation, or corrective therapy.

A. Career Education - Physical Education/Sport

1. Teacher

b. AAHPERD Publications. (Continued)

Weaving Career Education Into Physical Education and Sport: A Handbook, AAHPERD, 1980, 200p. Activities and strategies to infuse career education in physical education and sport, K-12, are presented.

What Parents and Coaches Should Know About Youth Sports, Jerry Thomas, AAHPERD, 1978, Pamphlet. Information presented for parents and coaches.

Your Future As A Teacher Of Elementary School Physical Education, AAHPERD, 1976, Pamphlet. Designed to provide essential information to those interested in a career in elementary school physical education.

Youth Sports Guide for Coaches and Parents, Jerry Thomas, AAHPERD, 1977, Pamphlet. Guide written on youth sports.

c. Journal of Physical Education and Recreation.

"Alternative Career Opportunities Related to Physical Education," by David H. Fried, JOPER, January, 1979, p. 72. The ways Beach Channel High School, Rockaway Park, NY, has developed a course for career education infusion in physical education curriculum is presented.

"Career Education," by Margaret A. Jones, JOPER, June, 1978, p. 59-60. Students should have opportunities for personal experiences in careers to ensure wise decision-making.

"Career Development: Continuing Education Needs," by Kip J. Hulvershorn, JOPER, April, 1979, p. 58. The needs of leisure service professionals and the preferred techniques for meeting them are reported.

"Career Options Within the Undergraduate Major," JOPER, June, 1979, p. 84. Options are discussed within the field of physical eduction.

"Career Potential in Commercial Recreation," by John J. Bullaro, JOPER, November-December, 1975, p. 36. Ways commercial recreation curriculums can be altered to fit our changing society are discussed.

A. Career Education - Physical Education/Sport

1. Teacher

c. Journal .. Physical Education and Recreation. (Continued)

"Career Prospects in Private Industry," by Clark Mark, Steven Rosman and Cindy Lewis, JOPER, April, 1979, p. 48+. Careers in leisure services in the commercial and industrial sectors are discussed.

"Future Challenge of Community Education," by MG. Sholtis, JOPER, April, 1979, p. 60+. The professional in recreation and leisure services will assume a new role as the concept of the community education grows in significance.

"Leisure Careers in an Era of Limits," by Diana R. Dunn, JOPER, April, 1979, p. 35-38. The demands for leisure service and recreation opportunitities are discussed. These will accelerate expanding career opportunities.

"Limits of Altruism: Leisure Careers in Crisis," by James F. Murphy, JOPER, April, 1979, p. 7-9. This article discusses unlimited leisure service careers and the humanistic approach to career development.

"Manpower Trends: Realities & Projections," by Charles A. Lewis, Jr., JOPER, April, 1979, p. 42+. Manpower data from a state survey looks at supply and demand in leisure careers and implications for professional preparation programs.

"Nontraditional Jobs: Potential in the Private Sector," by Sam Crawford, JOPER, April, 1979, p. 45+. Job possibilities are outlined.

"Opportunities for Recreation Students in the Travel and Tourism Industry," by Arlin Epperson, JOPER, November-December, 1975, p. 38+. Opportunities for students in the private and commercial aspects of the travel and tourism industry are discussed.

"Practice and Promise of Therapeutic Recreation," by Suzanne Harsanyi, JOPER, April, 1979, p. 19+. Present practices and career potential within therapeutic recreation offered in institutions are presented.

"Preparation of Police Fitness Instructors," by Thomas R. Collingwood, Hal Holmes and Paul Motley, JOPER, June, 1979, p. 32-33. The latest trends in physical fitness for law enforcement officers are given.

A. Career Education - Physical Education/Sport

1. Teacher

c. Journal of Physical Education and Recreation. (Continued)

"That's Not Physical Education -- or is it?," by Charlotte Lambert, JOPER, February, 1978, p. 30-31. The importance of the field of physical education to expand its concepts in the areas of human movement and look at broader alternative careers related to human movement within the field is presented.

"What is Physical Education? A Change in Your Definition Could Get You a Job," by Charlotte Lambert, JOPER, in press. Varied definitions of physical education can give helpful information on alternative careers.

"What You Should Know About Physical Therapy," by Jay Schleichkorn, JOPER, January, 1979, p. 73. Information on physical therapy as an alternative career related to physical education is presented.

"Working Together: People Oriented Tracks," by Doris V. Parkman, JOPER, April, 1979, p. 56+. A multidisciplinary approach to career education preparation in the area of leisure services is stated.

d. Other Publications.

American Way, "Inside the Corporate Gymnasium," by Gloria Geannette, 1979, p. 21-23.

Career World, "Wide World of Sports Careers," 1979, p. 44. Helps broaden the student's view of the many options in the working world that are related to sports.

Career World, "Recreation Careers," Curriculum Innovation, Inc., 1974, p. 8+. Published monthly during the school year beginning in September and ending in May.

Health Education, Health & Fitness Magazine, Stamford, CT. Bi-monthly publication for everyone involved in health education in school & community.

Journal of Leisure Research, Education Association. Research articles of interest to professionals in the leisure sciences, motor development, play theory, sport sociology, etc.

The Journal of Physical Education, Lynn Schlegel, YMCA, Washington, DC. General manuscripts on various aspects of physical and health education.

A. Career Education - Physical Education/Sport

1. Teacher

d. Other Publications (Continued)

Journal of Physical Education and Recreation, Ed.Nancy Rosenberg, AAHPER. Articles, materials, and announcements pertinent to students and professionals within physical education.

Journal of Sport Behavior, Ed.Benjamin Lowe & Thomas A. Tutko, U. S. Sports Academy. Original, empirical investigations and theoretical papers dealing with studies of social behavior in the areas of games and sports.

Journal of Sport and Social Issues, Ed.James H. Frey. Manuscripts that focus on problem areas in sports.

Motor Skills: Theory Into Practice, Ed.Anne Rothstein, Department of DHPER. Articles focus on the application of knowledge and research to sport and movement instruction.

The Physical Educator, Ed.David L. Gallahue, Phi Epsilon Kappa Fraternity Education Office. General manuscripts in the areas of physical education, recreation, and safety.

Parks and Recreation, "Women in Recreation," 1977, p. 244. This article summarizes the findings of an extensive two-year study concerned with the changing nature and rate of participation of women in the recreation profession in the U. S.

Physical Fitness Research Digest, Ed.H. Harrison Clarke, President's Council on Physical Fitness & Sport. Each issue focuses on research pertinent to various phases of fitness and health.

Referee, "#7 In Your Program; Tommy Bell: Law and Order On and Off the Field," Jan./Feb., 1976, p. 13+. Follows the schedule of a part-time National Football League official.

Scholastic Editor, "An Open Door for Women Sports Reporters" by Ginny Frizzi, 1977, p. 28-29. Sports writing career for high school girls are discussed.

Tennis, "How to Start a New Career in Tennis," by Cheryl Davis and Dave Bushnell, February, 1976, p. 38+. Three profiles of those working in tennis field are presented - tennis, pro, store manager, and resort owner.

Time, "From Boardroom to Locker Room," January 22, 1979, p. 63. Article deals with the recent concern of employee fitness with major corporations.

A. Career Education - Physical Education/Sport

1. Teacher

d. Other Publications. (Continued)

Women's Sports, "In Support of Fitness," January, 1979, p. 17. Deals with sports equipment design.

Women's Sports, "Taking Care of Business," 1979, p. 244. Interviews with four top women athletic directors.

Women's Work, "Bessie Stockard: Courting Success," by Helen Arnold Jones, March/April, 1976, p. 144. About a woman coach.

Young Athlete Magazine, "How to Land That Summer Job," by Dana Cassell and Kathleen Warrington, June, 1977, p. 20+.

2. Student

a. Elementary.

Athletic Fitness, by Dewey Schurman, Atheneum, 1975. A guide for the athlete who wants to know how to get in shape for a sport.

Baseball Talk for Beginners, by Joe Archibold, Messner, 1969. A cleverly arranged book using the alphabet to explain baseball terms.

Better Gymnastics for Boys, by Marshall Claus, Dodd, 1970. The author uses sequence photography to demonstrate the basics of gymnastic movements and advanced skills.

Better Roller Skating, by Richard Arnold, Sterling, 1976. This book illustrates how to get the maximum enjoyment from roller skating and to help one start skating correctly.

Billie Jean King: Queen of the Courts, by Carol Bauer Church, Greenhaven, 1976. The story of Billie Jean's success in becoming one of the world's best tennis players. Winning recognition for female athletes as individuals is explored.

Camping Adventure, by William R. Gray, Books for Young Explorers, National Geographic Society, 1976. A colorful photographed book on a camping experience.

Children's Games from Many Lands, Friendship Press, 1965. This anthology covers 258 children's games from 64 countries. Games reflect the music from various countries.

A. Career Education - Physical Education/Sport

2. Student

a. Elementary. (Continued)

Coming Back, by Donald Honig, Educational Services, 1974. A cleverly stated, easy to read book about an injured hockey player returning to the game. Hockey terms and equipment are explained.

Complete Beginner's Guide to Backpacking, by Richard Lyttle, Doubleday, 1975. Tips on health and safety and other aspects of this sport are given in this account of backpacking aimed at beginners.

Complete Beginner's Guide to Physical Fitness, by Richard Lyttle, Doubleday, 1978. Full of easy-to-follow exercises that are fun and non-competitive and help encourage good health habits.

Easy Baseball Book, by Jonah Kalb, Houghton Mifflin, 1976. A book for young children on ways of improving baseball skills, how and where to practice, and how to choose equipment.

First Book of Camping, by E. C. Jones, Watts, 1977. An easy to read book on the kinds of camping boys and girls can do on their own.

Fun Time Group Games, by Editors, Camerson and Margaret Yerian, Children's Press, 1974. A pictured-filled book with fun and exciting games to play with a group.

Games in the Street, by Rachel Gallagher, Four Winds Press, 1976. Designed for children to play whatever they want and wherever they happen to be. Some basic rules and regulations are given for a variety of games.

Hockey Is for Me, by Lowell A. Dickmeyer, Lerner, 1978. Author uses an eight-year-old boy to explain the game of hockey, its equipment and procedures.

Hop-Run-Jump, by Rosa Demeter, John Day Co., 1968. Ideas are presented for exercises, development of balance and courage and promoting bodily well-being for very young children.

How to Star in Baseball, by Herman L. Mosic, Scholastic Book Services, 1960. A book with helpful tips to improve your game.

I Want to be a Gymnast, by Eugene Baker, Children's Press, 1976. A young girl and her classmates learn about the basic skills required of a gymnast.

A. Career Education - Physical Education/Sport

2. Student

a. Elementary. (Continued)

Jackie Robinson, by Kenneth Rudeen, Thomas Y. Crowell, 1971. This biography of Jackie Robinson describes how he broke into major league athletics.

Jesse Owens, by Mervyn D. Kaufman, Thomas Y. Crowell, 1973. A clearly written biography of Olympic gold medal winner, Jesse Owens, that illustrates how an Afro-American youth overcame poverty and racial prejudice.

Johnny Long Legs, by Matthew F. Christopher, Little, Brown and Co., 1970. Basketball story of a 12-year-old boy and the frustration and anger he experiences when he cannot measure up to the expectations of others.

Junior Illustrated Encyclopedia of Sports, Editor, Herbert Kamm, Bobbs-Merrill Co., 1970. A book compiled of a variety of sports such as baseball, basketball, bowling, boxing, football, golf, ice skating, hockey, surfing, swimming and skiing.

Keeping in Shape, by Nancy Lewis and Richard Lewis, Watts, 1976. Exercises for boys and girls and discussions on the importance of physical fitness.

Kid's Running Book, by Elsa Bruber, Grosset and Dunlap, 1979. An illustrated guide for children and their participation in running.

Lou Gehrig: Iron Man of Baseball, by Celia And Williard Luce, Garrard Publishing Co., 1970. Easy-to-read biography of the famous baseball player, Lou Gehrig, and his zest for life and sports.

Movement Games for Children of All Ages, by Esther L. Nelson, Sterling Publishing Co., 1975. Activities are designed to help children learn to co-ordinate their movements, develop movement skills, and understand rhythm and dynamics.

Olga, by Justin Beecham, Paddington Press, 1974. Besides being the story of a gold medal winner in the 1972 Olympics, the book contains diagrams of warm-up movements and gymnastics routines.

1 2 3 Go: A Handbook of Physical Fitness, by William Manners, Four Winds Press, 1967. A variety of exercises for general physical development are provided.

A. Career Education - Physical Education/Sport

2. Student

a. Elementary. (Continued)

Pele: A Biography, by James Haskins, Doubleday, 1976. Rules of the game of soccer and its history are included in this biography of the world's greatest soccer player from Brazil.

Pete Rose, by Marshall Burchard, Putnam, 1976. A readable story of Pete Rose, the local boy, who always dreamed of playing in his hometown and the climax of that dream when the Cincinnati Reds won the World Series.

Pushups and Pinups: Diet, Exercise and Grooming for Young Teens, by Jeanne Bendich and Marcin O. Levin, McGraw, 1963. Diets and exercises for the underweight and overweight along with routines that will develop muscles and curves are presented.

Racing on the Wind, by E. and R. S. Radlauer, Watts, 1974. A colorful book with advice for participants in wind sports.

See What I Can Do!, by Maya B. Doroy, Prentice Hall, 1973. The author presents a variety of creative movements that can be used with young children.

Single to Center, by Bill Carol, Steck-Vaughn Co., 1974. A story of a sister and brother playing together in Little League baseball.

Skiing for Beginners, by Bruce Gavett and Conrad Brown, Charles Scribner Co., 1971. This book provides a series of steps that puts a solid foundation under one's technique in skiing.

Some Basics About Bicycles, by Ed Radlauer, Children's Press, 1978. The book discusses the parts of a bicycle, different types of bikes and bicycle riding and racing.

Women in Sports: Track and Field, by Diana C. Gleasner, Harvey House, 1977. The book focuses on the lives and careers of six women who are highly successful in various sports.

Women Who Win, by Francene Sabin, Random House, 1975. The reader is introduced to fourteen athletes chosen to represent various sports. Such champions include: Janet Lynn, skating; Cathy Rigby, gymnastics; and the Cochran sisters, skiing.

World Book of Children's Games, Arnold Arnold, World Publishing, 1972. A collection of informal games for indoor and outdoor play for children, 4-12 years, is presented in this book. It stimulates active play in individuals and groups.

A. Career Education - Physical Education/Sport

2. Student

b. Junior High.

Athletic Fitness: The Athlete's Guide to Training, by Dewey Schurman, Atheneum, 1975. A handbook written for young people on developing and maintaining a physically fit body.

Babe: The Legend Comes to Life, by Robert Creamer, Simon and Schuster, 1974. Biography of Babe Ruth who became one of the greatest baseball players and a national hero.

Backyard Games, by Nikki Schultz, Grossett and Dunlap, 1975. Games designed for informal play.

Brian Piccolo: A Short Season, by Jeannie Morris, Dell, 1972. Story of the short career of Piccolo's life as a Chicago Bear player and his friendship with star running back, Gale Sayers.

Career Potentials in Physical Activity, by Bryant J. Cratty, Prentice Hall, 1971. The author covers career opportunities in physical education including teaching, research, coaching, therapy, recreation, dance and others.

Careers in Sports, by Bob and Marquita McGonagle, Lothrop, 1975. The book offers the young reader interested in sports an insight into the variety of employment available in this area.

Champions Don't Cry, by Nan Gilbert, Harper and Row Publishers, Inc., 1960. A thirteen year old girl realizes that her progress in being a tennis champion depends on the development of self-discipline and the realization that one must do more than win.

Concise Encyclopedia of Sports, edited by Keith W. Jennison, Watts, 1970. Alphabetically arranged, this book tells about more than fifty individual sports.

Dictionary of Sports, compiled by Rand McNally and Co., Rand McNally, 1978. Over 2500 terms from 58 sports are defined and illustrated in this unique reference volume.

Elementary and Junior High School Wrestling, by Stephen L. Hopke and Worden Kiddler, A. S. Barnes and Co., 1977. A comprehensive approach to wrestling for early age athletic activity is presented.

A. Career Education - Physical Education/Sport

2. Student

b. Junior High. (Continued)

Famous Firsts in Sports, by John Jakes, Putnam, 1967. The author traces famous sports firsts from the first professional baseball team to the first heavyweight champion to win back the title.

Fifth Base, by Joseph Stopford, Macrae Smith Co., 1973. Fast moving sports story of the success of a person who practices good sportsmanship.

From Ghetto to Glory, by Bob Gibson, Prentice Hall, 1978. The author's rise from Omaha ghetto to pitching fame with St. Louis Cardinals.

Greatest: Muhammad Ali, by Muhammad Ali, Ballantine, 1976. Autobiography of one of the greatest boxers of all times.

Great Latin Sports Figures, by Jerry Izenburg, Doubleday, 1976. Spanish speaking sports figures relate the difficulties they encounter from leaving their own country to play sports in the U. S.

How to Get in Shape for Sports, by Stanley Englehardt, Lothrop, Lee and Shepard Co., 1976. Tips are presented for physical fitness and suggestions for building endurance, flexibility, strength and general conditioning.

I Always Wanted to Be Somebody, by Althea Gibson, Harper and Row Publishers, Inc., 1958. This autobiography of tennis player, Althea Gibson, covers the time from her Harlem childhood to the winning of the prized Wimbledon tournament and her search for her Afro-American identity.

Inner Athlete, by Robert M. Nideffer, Thomas Y. Crowell Co., 1976. This book explores the basis of anxiety and the stress that athletes face in various situations. Advice is given on overcoming this problem.

It's a Mile from Here to Glory, by Robert C. Lee, Little, Brown and Co., 1972. This illustrates how a young man overcomes his negative self-concept due to his size. Through advice from his track coach and others, he develops self-confidence and concern for others.

Jim Thorpe Story: America's Greatest Athlete, by Gene Schoor, Messner, 1951. Thorpe, an American Indian, excelled in football, track and field and won many victories in the 1912 Olympics. The book tells why his gold medals were taken from him.

A. Career Education - Physical Education/Sport

2. Student

b. Junior High. (Continued)

Jump Into Shape, by Sydney Filson and Claudia Jessup, Ballantine Books, 1978. Ideas are presented on rope jumping activities from exhilarating basic jumps for beginners to more fancy ones for the advanced.

Junior Karate, by Russell Kozuiki, Archway Paperbacks, 1977. Basic handbook to the sport of karate.

Keep Fit: A Handbook for Physical Conditioning and Better Health, by Fred Neff, Lerner, 1977. Exercise programs are provided for both beginners and those more physically fit.

Legend of Dr. J., by Marty Bell, Coward Publishers, 1975. Story of one of the greatest basketball players of our time.

Look Good Feel Good, by Joy Abrams, Ruth Richardson, & Pam Gray, Holt, Reinhart, and Winston, 1978. Advice is given on body and mind care through yoga, grooming and nutritional diet.

Making of Champions: Soviet Sports for Children and Teenagers, Atheneum, 1974. The book discusses the importance of sports in Soviet life and the various types of sports in which Russians participate.

More Sports Titans of the 20th Century, by Al Silverman, Putnam, 1969. The book focuses on the achievements, attitudes and skills of thirteen superstars of the sports world.

Physical Feats That Made History, illustrated by Frank Kramer, Hart, 1974. The book describes 173 feats in sports history from 900 B.C. to 1973.

Physical Fitness Through Sports and Nutrition, by Walter H. Gregg, Charles Scribner's Sons, 1975. Guide to help answer young people's questions on how to attain a healthy, well-coordinated body.

Play the Game Series, by Robert McAdam, Bowmar, 1976. Series of eight soft-covered books of brief biographies emphasizing sportsmanship, dedication and the joy of the game.

Running for Health and Beauty: A Complete Guide for Women, by Kathryn Lame, Bobbs' Merrill, 1977. Basic guide for women who have never run before.

A. Career Education - Physical Education/Sport

2. Student

b. Junior High. (Continued)

Sports and Games, by Harold Keith, Thomas Crowell Co., 1976. This is a revised and updated introduction for young athletes to rules, techniques and training procedures for sixteen sports.

This Life I've Led: My Autobiography, by Babe Didrickson Zaharias, Dell, 1955. Autobiography of the world famous woman athlete.

Thoroughbreds, by Barbara Berry, Bobbs-Merrill, 1974. History of horse racing and thoroughbreds including, Man O'War, Citation and Secretariat.

Track and Field for Young Champions, by Robert J. Antonacci and Gene Schoor, McGraw Hill, 1974. Discussion of track and field events.

Tumbling and Trampolining, by Newton Laken, Sterling, 1970. Handbook for students already learning or practicing tumbling and/or trampolining.

What to do About Athletic Injuries, by Thomas D. Fahey, Butterich Pub., 1979. Sound advice is given in understandable language on the basis of prevention and treatment of athletic injuries.

Women and Sports, by Janice Kaplan, Viking Press, 1979. This contains both information and inspiration on how women can look better and feel more alive through sports.

Women in Sports: Swimming, by Diana C. Gleasner, Harvey, 1975. Collection of biographies of five leading women swimmers and their training, problems, discipline and determination.

Young Gymnasts, by Lyn Moran, Grosset and Dunlap, 1978. Photo-filled selection of biographies that include step-by-step illustrations for aspiring young gymnasts.

c. Senior High.

Aerobics, by Kenneth H. Cooper, Bantam Books, Inc., 1968. A highly readable book on physical fitness that lets you test yourself, choose your activities and measures your progress. It gives a variety of alternative ways to exercise.

All-American Coeds, by Betsy Madden, Criterior Books, 1971. Sportsmanship, teamwork and physical ability of women athletes are emphasized in this sports story of a high school junior girl.

A. Career Education - Physical Education/Sport

2. Student

c. Senior High. (Continued)

A Sense of Where You Are, by John McPhee, Farrar Strauss, 1965. Story of Bill Bradley's basketball career at Princeton. His self-discipline, rationality and sense of responsibility are examined.

Babe Didrikson: The World's Greatest Woman Athlete, by Gene Schoor, Doubleday, 1978. Story of an Olympic gold medal winner who participated in such sports as baseball, basketball, track, high jump and golf.

Bad Henry, by Stan Baldwin, Jerry Jenkins and Hank Aaron, Chilton, 1974. Biography of baseball star, Henry Aaron, who broke Babe Ruth's home run record.

Bear, by Paul W. Bryant and John Underwood, Little, 1974. Story of Paul Bryant, a successful football coach at the University of Alabama for 28 years.

Better Physical Fitness for Girls, by Helen Hull Jacobs, Dodd-Mead & Co., 1964. This book is intended for the non-athlete as well as those enthusiastic about participation in sports. It is a guide that girls can use for the development of bodily strength, agility and grace without over-exercise.

Black Athlete: His Story in American History, by Jack Orr, Pyramid Pubs., 1970. The author uncovers a history of black athletes with many interesting insights.

Careers in Physical Rehabilitation, by Holima Toure, Watts, 1977. The author provides information on job descriptions, educational requirements and names and addresses in the field of rehabilitation therapy.

Careers in the Sports Industry, by Barbara Fenten, Watts, 1977. The author discusses the career opportunities for non-athletes in sports related fields.

Careers in Theatre, Music and Dance, by Louise Horton, Watts, 1976. Louise Horton outlines the possibilities open in these performing arts.

Comeback, by Jean-Claude Killy, Macmillan, 1974. After five years with no skiing competition, Killy makes a comeback at thirty to win the Grand Prix.

A. Career Education - Physical Education/Sport

2. Student

c. Senior High. (Continued)

Complete Beginner's Guide to Bicycling, by Richard B. Lyttle, Doubleday, 1974. Comprehensive guide and manual to bicycling.

Complete Book of Walking: Total Fitness-Step by Step, by Charles T. Kunzleman and the editors of Consumer Guide, Simon and Schuster, 1979. The author discusses the benefits of walking and designs programs to suit particular needs for getting people in shape and keeping them there.

Complete Walker: The Joys and Techniques of Hiking and Backpacking, by Colin Fletcher, Knopf, 1969. The author advises hikers on equipment and gear, clothing, provisions, campsites, food and other related items.

Exercises for Sports, by Hannelore Pilss-Sameh, Sterling, 1973. This book provides many different exercises which can be performed anywhere without special equipment. Special exercises are given if one is training for a sport.

Fitness Guide for the Weekend Athlete, by Gary Rosenthal, Grosset and Dunlap, 1976. Daily exercise programs are designed for the busy person. Isometrics, warm up drills and other exercises can be incorporated into everyday activities at anytime and any place.

Football's Greatest Coach: Vince Lombardi, by Gene Schoor, Doubleday, 1974. Biography of a great college football player, who later in life built a professional empire at Green Bay.

Getting Strong, by Kathryn Lance, Bobbs-Merrill, 1978. Advice is given on how to get in shape. Special tips on diet, posture and exercise techniques to help get your body in shape are presented. This is a women's guide to realizing her physical potential.

Great Olympic Champions, by John Devaney, Putnam, 1967. The book contains biographical sketches of seventeen athletes whose skill, determination and courage made them Olympic medal winners.

In Sports, by D. S. Halacy, Macrae, 1966. Spectacular and sometimes dangerous sports such as free ballooning, skydiving, ice boating, surfing, scuba diving and mountain climbing are mentioned.

A. Career Education - Physical Education/Sport

2. Student

c. Senior High. (Continued)

Individualized Fitness Programs, by Frank Vitale, Prentice-Hall, 1973. The author provides exercises, nutrition and weight control programs for improving health, reducing tension and limiting physical stress.

In This Corner, by Peter Heller, Simon and Schuster, 1973. Forty world boxing champions tell their own stories and problems as boxer.

It's Good to be Alive, by Roy Campanella, Little Brown and Co., 1959. Autobiography of Campanella's life up to the time of his accident when he was playing with the Dodgers. The last half of the book is an inspiring account of his convalescence and rehabilitation.

Life on the Run, by Bill Bradley, Quadrangle, 1976. Bradley writes about his profession as a basketball player and describes such fellow athletes as, Dave DeBusschere, Willis Reed and Walt Frazier.

Louis Francis Sockalexis: The Life Story of a Penobscot Indian, by Trina Wellman, Maine State Dept. of Indian Affairs, 1975. This book details the rise and fall of Louis Sockalexis (1871-1913) who was the first American Indian to play in the major baseball leagues.

Memories of a Bloomer Girl, 1894-1924, by Mabel Lee, AAHPERD, Washington, D. C., 1977. This book is an autobiographical account of 30 years spent in the field of physical education.

Memories Beyond Bloomer, 1924-1954, by Mabel Lee, AAHPERD, Washington, D. C., 1978. A sequel to Memories of a Bloomer Girl.

Miss Craig's 21 Day Shape Up Program for Men and Women, by Marjorie Craig, Random House, 1968. The author presents a plan of natural movement exercises for anyone in search of a trim and healthy body.

New Games Book, edited by Andrew Fluegelman, Doubleday and Co., 1976. Collection of games, some old and some brand new, that can be played for fun or competitively.

Run with the Ring, by Kathryn Vinson, Harcourt Brace, 1965. A sixteen year old boy makes a new life for himself after he becomes blind from a track meet accident.

A. Career Education - Physical Education/Sport

2. Student

c. Senior High. (Continued)

Running and Being: The Total Experience, by Dr. George Sheehan, Warner Books, 1978. This book includes practical advice on running but transcends that with the philosophy of running.

Slimnastics, by Pamela Nottidge and Diana Lomplugh, St. Martin's, 1972. Graded exercises, suggested diets, and beauty tips provide a fresh group approach to weight control.

So You Want to be a Sportscaster, by Ken Coleman, Hawthorne, 1973. The author reviews his career as a professional sports announcer and offers prospective broadcasters advice on covering specific events and interviewing athletes.

Sports in America, by James A. Michener, Fawcett Crest, 1976. Comprehensive document on what is happening to sports in America.

Sports Medicine Book, by Gabe Mirkin and Marshall Hoffman, Little, Brown and Co., 1978. This deals with the various aspects on the effects of exercise. It includes concerns on training methods, prevention and treatment of injuries, motivation and the effect of weather on the athlete.

Starbodies: The Women's Weight Training Book, by Dr. Franco Columba and Dr. Anita Columba with R. R. Knudran, E. P. Dutton, 1979. Guide to weight training that is adapted especially for women's bodies. Along with techniques, a series of programs are aimed to improve skills in tennis, running, golf, skiing and swimming.

Ultimate Athlete, by George Leonard, Viking Press, 1974. Exploration of games and the true meaning of the prize of athletics.

West Point Fitness and Diet Book, by Colonel James L. Anderson and Martin Cohen, Avon, 1977. This book is designed for those who are gettinglittle or no exercise. It includes advice on muscle tone, trim figures, good health and the endurance to meet work stress.

Winners and Losers: An Anthology of Great Sports Fiction, MacMillan, 1968. Emphasis is on the player's inner worth rather than on the game itself in these 12 stories by such writers as Lardner, London, Hemingway and Faulkner.

A. Career Education - Physical Education/Sport

2. Student

c. Senior High. (Continued)

Yoga for Young People, by Michaeline Kiss, Bobbs-Merrill, 1971. This book introduces a series of yoga exercises designed to promote physical and mental well-being.

Your Career in Parks and Recreation, by Virginia and Joseph R. McCall, Messner, 1970. This is an explanation of the various occupations available in State, Federal and Municipal park systems in the U. S. It includes a brief history of the park system, educational requirements and hints for applying for jobs.

B. Career Information - Special Populations

1. Handicapped

Annotated Listing of Films - Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons, by IRUC, AAHPERD, 1201 16th Street, N.W., Washington. D. C., 20036, May,1976. Film suggestions are given.

Career Education Materials for Educable Retarded Students, by Michael Malever and George Matyas, Jr., Working Paper No. 6, Missouri University, Columbia Department of Counseling and Personnel Services, 1975, 45p. Bibliography listing approximately 150 instructional materials and 50 publications regarding career education for educable mentally retarded students.

Careers for the Homebound: Home Study Opportunities, President's Committee on Employment of the Handicapped and B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D. C., 20036, 1974. A reference for helping the homebound attain educational and vocational objectives.

Dance Therapy: Focus on Dance VII, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1974, 80p. Articles on training, research, and methods of dance therapy for special groups.

Fundamentals of Athletic Training for Women, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1975, 288p. A workbook designed as a resource guide for female athletic training and a textbook for professional preparation programs in athletic training.

Lifelong Learning and Career Development Needs of the Severely Handicapped, by Malcolm Flanagan & JoAnn Schoepke, Lifelong Career Development Project, College of Education, University of Missouri, Columbia, November,1978.

Physical Education, Recreation, and Related Programs for Autistic and Emotionally Disturbed Children, by IRUC, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, March,1976. Discusses suggested programs.

Physical Education and Recreation for Impaired, Disabled, and Handicapped Individuals: Past, Present, Future, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1976. Presents program suggestions.

Special Olympics Instructional Manual: From Beginners to Champions, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1972, 128p. Manual for teachers, aides, and volunteers working with mentally retarded youngsters, and for professionals in the fields of physical education, recreation, sports, and athletics.

B. Career Information - Special Populations

1. Handicapped (Continued)

Swimming and Skiing, Project Outreach, Inham Intermediate School District, Division of Special Education, 2630 W. Howwell Road, Mason, MI., 48854. Film concerning young children with visual impairments.

Values of Physical Education, Recreation, and Sports for All, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1976, 32 p.,Statements made by those concerned with the needs of the handicapped in physical education.

Winners: Eight Special Young People, by D. Siege, J. Messner, 1230 Avenue of the Americas, New York, N.W., 10020. Personal stories by young people with disabilities and their struggle for independence and self-reliance.

2. Women

Bibliography of Research Involving Female Subjects, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1975, 224p. Studies covering such topics as: motor learning, psychological, physiological; biomechanical aspects, and physical education for the handicapped.

Business and Professional Women's Foundation, 2012 Massachusettes Avenue, Washington, D. C., 20036. Assistance and job counseling services offered to women entering business and professional occupations.

Careers for Women in the 70's, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, Washington, D. C., 20210, 1973.

Catalyst, 6 East 82nd Street, N.Y., 10028. Series of self-guidance publications prepared specifically for women.

The Earnings Gap Between Women and Men, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, Washington, D. C., 20210.

Equality in Sport for Women, AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1977, 208p. Book designed to teach those concerned with physical education how to "speak up" against discrimination and to "speak out" for equality.

Everything a Woman Needs to Know to Get Paid What She's Worth, by C. Bird and D. McKay, New York, 1973. Tips on job-hunting, promotions, etc. for women interested in demonstrating their competencies in the labor force.

B. Career Information - Special Populations

2. Women (Continued)

Facilitating Career Development for Girls and Women, National Vocational Guidance Association, Washington, D. C., 1975, 112p. Topics covered include: "Expanding Career Options for Females," "Women Coping with Leadership Roles," "Career Development for Girls and Women" and "The Role of Leisure."

Growing Up Female in America, by E. Merriam, Doubleday, New York, N. Y., 1976,. Autobiographical material on ten American women growing up.

Hawaii State Commission on the Status of Women, by Nancy Foon Young and Judy Robinson, Hawaii University, Honolulu, 1976, 45p. A guide to help students understand changes in traditional male and female roles occuring in society.

How to Decide: A Guide for Women, by N. Scholz, J. Prince, and G. Miller, Decision-Making Program, College Entrance Examination Board, 888 7th Avenue, New York, N. Y., 10010. A how-to workbook for women of all ages to learn a step-by-step process for making decisions related to their education, career, home, and family.

I Can Be Anything: Careers and Colleges for Young Women (revised), by J. Mitchell, College Entrance Examination Board, 888 7th Avenue, New York, N. Y., 10019, 1978. Information on traditional and nontraditional jobs, primarily for young women.

Job Ideas for Today's Woman, by R. Lembeck, Prentice-Hall, Englewood Cliffs, N. J., 1974. Over 1,000 jobs described that women can consider as part-time work, freelance work, full-time work at home, and as entrepreneur.

The Managerial Woman, by M. Hennig and A. Jardim, Pocket Books, New York, N. Y., 1976. A plan of action given for women who aspire to business advancement.

Nontraditional Careers for Women, by S. Splaver, Julian Messner, New York, N. Y., 10020, 1973. Information on more than 500 jobs presently open to women.

Other Choices for Becoming a Woman: A Handbook to Help High School Women Make Decisions, by J. Mitchell, Delacorte, New York, N. Y., 1976. Straight-forward discussion about adult choices high school women must make.

The Role of Women in American Society, Education Development Center, 39 Chapel Street, Newton, MA., 02169. A discussion of the socialization process at work in learning our sex roles.

B. Career Information - Special Populations

2. Women (Continued)

Sex Fairness in Career Guidance: A Learning Kit, Abby Publications, 56 Wheeler Street, Cambridge, MA., 02138. A learning kit to assist schools and staff in meeting Title IX career education guidelines.

Today's Girls: Tomorrow's Women, Girls Clubs of America, Inc., 205 Lexington Avenue, New York, N. Y., 10016. Copies available free upon request. A view of the changing roles of girls and women in our society. Resource list included.

Women's Athletics: Coping with Controversy, by AAHPERD, 1201 16th Street, N.W., Washington, D. C., 20036, 1974, 108p. This NAGWS publication explores issues raised as women increasingly take part in athletics, including women's rights, co-ed facilities, equality in hiring of women professionals, and equality in sports.

The Woman's Dress for Success Book, by J. Molloy, Follet Publishing Co., 1978, 189p. A how-to guide to "dress for success."

Women in Nontraditional Jobs: A Conference Guide, Women's Bureau, Office of the Secretary, U. S. Department of Labor, Washington, D. C., 20210.

Women Workers Today, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, Washington, D. C., 20210, 1976.

Woman's Work Book, by K. Abarbanel and G. Siegle, Praeger, 111 4th Avenue, New York, N. Y., 10003, 1975. How-to book on planning a job campaign, launching that campaign, landing a job, and knowing employment rights.

3. Other Minorities

The Black Collegian, Black Collegiate Services, Inc., 3217 Martin Luther King, Jr. Boulevard, New Orleans, LA., 70125. Magazine published 5 times a year.

Making It in College, by M. Walker and M. Beach, Mason/Charter, 641 Lexington Avenue, New York, N. Y., 10022, 1976. Advice for minority students on how to evaluate, select, and get into the college of one's choice.

Thinking about Graduate School: A Planning Guide for Freshman and Sophomore Minority College Students, by J. Walder Graduate Record Examination Board, Educational Testing Service, Princeton, N. J., 1973. Overview of graduate studies, including admission requirement and the cost of financing graduate study.

C. Career Information - Other

1. General

Career for You, by E. Ferrari, Abingdon Press, Nashville, TN., 1969. Provides self-evaluation information on how to acquire training and experience necessary to pursue various careers.

Creative Loafing: A Shoestring Guide to New Leisure Fun, by Marilyn Heimberg Ross, McGraw Hill, New York, 1978. This was written for the bored and lonely, for those with an abundance of spare time but frugal leisure pocket-books, and for lovers of life eager for new experiences.

The Development of Career Awareness in Young Children, by Aimee Dorr Leifer and Gerald S. Lesser, National Institute of Education, Washington, D. C., 1976. Suggestions presented on how to work with young children.

Dress for Success, by John T. Molloy, Warner Books Edition arrangements by Peter H. Wyden, 1976. The book to make you look like a million so you can make a million.

Finding Your First Job, by C. McDaniels, "Time Share," Hartford, CT., 1975. Step-by-step approach to locating a job when leaving high school. Discusses how to find a job, write a resume, handle an interview, decide on a job, and succeed on the job.

Getting Yours, by Letty Cottin Porgrebin, Avon Publishers, New York, 1976. How to make the system work for the working woman.

Go Hire Yourself An Employer, by Richard K. Irish, Anchor Books, New York, 1978. This book is a series of short questions and answers divided thematically in chapters. This information presents some new ways of approaching the job market.

Guerrilla Tactics In The Job Market, by Tom Jackson, Bantam Books, Inc., New York, N. Y., 1978. Seventy-nine ways to get the job you want or change the one you have.

Helping People Have Fun, by Sharyn Simpson, Wyoming University, Department of Vocational Education, Laramie, WY., 1977. The book written for intermediate grade students, describes leisure time occupations in a format that can be used for independent study or as a supplement for classroom instruction.

How Teenagers Can Get Jobs, by R. Gelinas and P. Gelinas, Richard Rosen Press, New York, NY., 1971. Discusses attitudes, interests, and personality helpful in securing jobs.

C. Career Information - Other

1. General (Continued)

How to Complete Job Application Forms, American Personnel and Guidance Association, Washington, D. C., 1975. Helps students and job-seekers understand and cope with the problems presented by a typical job application form.

How to Get Control of Your Time and Your Life, by Alan Landein, The New American LIbrary, Inc., New York, NY., 1973. A guide to managing your personal and business time.

How to Help Your Child Plan a Career, by Dean L. Hummel and Care McDaniels, Acropolis Books, Washington, D. C., 1979. Strategies for helping students plan. Excellent bibliography.

How to Get a Job and Keep It, by D. Goble, Steck-Vaughn, Austin, TX., 1975. Helps career seekers locate, apply for, keep, and advance in a job by teaching the reader how to present well, follow written instructions, fill out standard forms, and earn a promotion.

How to Make a Habit of Success, by B. Haldane, Acropolis Books Ltd., New York, NY., 1975. How you can change your career by using personal interests and talents in new ways.

Jobs and Careers Serving Children and Youth, by Beverly Neuer Feldman, Till Press, Los Angeles, CA., 1978. Details presented on jobs working with young people.

Job Power Now!, by B. Haldane, J. Haldane, and L. Martin, Acropolis Books, Washington, D. C., 1978. A Young people's job-finding guide, using the latest information from the U. S. Department of Labor.

The Joy of Work, by J. Keefe and S. Stein, Richard Rosen Press, New York, NY., 1974. Discusses job satisfaction as a consequence of a sound occupational choice.

The Managerial Women, by Margaret Hennig and Anne Jardinn, Pocket Books, New York, 1977. A publication that gives case after case of successful women and what identifiable traits they share in common.

The Men's Career Book - Work and Life Planning for a New Age, by Joyce Stayton Mitchell, Bantam Paperback, New York, 1979. Details various jobs for men and resources. Good book for women also.

Out of Work: The Complete Job Hunter's Guide, by Lyn Taetzsch and Enid Henry Regnery Company, Chicago, IL., 1976. How to cope, grow, make a buck, and find the right job.

C. Career Information - Other

1. General (Continued)

Paraprofessions: Careers of the Future and the Present, by S. Splaver, Julian Messner Publications, New York, NY., 1972. Describes the role of paraprofessionals in architecture, urban planning, teaching, library science, engineering, law, medicine, mental health, and forestry.

The Quick Job-Hunting Map, by Richard N. Bolles, Ten Speed Press, Berkeley, CA., 1978. This booklet gives exercises designed to give job-hunters detailed help in analyzing their skills, finding the right career field, and knowing how to find job openings and get hired.

Solving Your Career Mystery, by M. Karlin, Richard Rosen Press, New York, NY., 1975. A complete examination of the world of work, presenting a rational guide to choosing a career by listing all the alternatives: skilled, unskilled, professional, trades, outdoor work, creative work, etc.

Taking Charge, The Simple Living Collective American Friends Service Committee, Bantam Books, New York, NY., 1978. Practical suggestions for change in our daily lives, our communities, and the world.

Tea Leaves: A New Look at Resumes, by Richard Bolles, Ten Speed Press, Berkeley, CA., 1978. This booklet is a new look at effective preparation and use of resumes in the form of the personal profile.

The Three Boxes of Life and How to Get Out of Them, by Richard N. Bolles, Ten Speed Press, Berkeley, CA., 1978. Bolles describes tools to use to blend learning, achieving and playing during all the life stages.

Turn Yourself On--Goal Planning for Success, by R. Linneman, Richard Rosen Press, New York, NY., 1970. A careful explanation of the importance of planning for the future and the wisdom of having goals that are realistically, as well as carefully planned, then just as carefully worked at.

Up Your Career, by D. Dauev, Waveland, Prospect Heights, IL., 1975. Guides the reader toward the career best suited to his or her needs, abilities, and interests by working through the exercises provided.

What Color Is Your Parachute?, by Richard N. Bolles, Ten Speed Press, Berkeley, CA., 1978. A useful manual for job-hunters and career changers.

C. Career Information - Other

1. General (Continued)

What I Want To Be When I Grow Up, by Carol Burnett, Simon and Schuster, New York, NY., 1975. A book full of delightful pictures with Carol in various career outfits and doing various career things.

Where Do I Go From Here With My Life?, by John C. Crystal and Richard N. Bolles, Ten Speed Press, Berkeley, CA., 1978. Here is the workbook for the self-motivated individual, student, professional, or anyone who has an interest in a systematic approach to job-hunting and career mobility, bringing together two of the leading people in the field.

Who's Hiring Who, by Richard Lanthrop, Ten Speed Press, Berkeley, CA., 1978. This book shows the new job seeker how to cope with today's job market by utilizing job hunting techniques which produce satisfying results.

Work and Leisure: A Comparative View, by George Otero, Denver University, Center for Teaching International Relations, Denver, CO., 1975. Sixteen activities on issues and topics related to work, time, and leisure are presented.

The Work Book: A Guide to Skilled Jobs, by Joyce Sayton Mitchell, Bantam Books, Inc., 1978. How to get ready for the trade, technical or business career you want.

Your Career: How to Plan It, Manage It, Change It, by R. Buskirk, New American Library, New York, NY., 1976. Discusses planning your career, performing on the job, advancing in your career, and increasing your productivity by planning, setting goals, and mapping out strategies.

2. U. S. Government

American Education, U. S. Department of HEW, Office of Education, Washington, D. C., 20202, 1977 (Vol. 13, No. 2). Special Career Education issue.

Career Education Care Package, U. S. Office of Career Education, Rob-3, Room 3100, 7th and D Street, S.W., Washington, D. C., 20202. Current monographs on various career education topics.

Civil Service Information, U. S. Civil Service Commission, Federal Building No. 9, 1900 E Street, N.W., Washington, D. C., 20415.

Employment and Earnings, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. Single copies $1.50.

C. Career Information - Other

2. U. S. Government

Health Careers Guidebook, Fourth Edition, 1979, U. S. Department of Labor, Employment and Training Administration. U. S. Department of Health, Education, and Welfare, Health Resources Administration, Washington, D. C., 20213.

How To Get Information from the Bureau of Labor Statistics, U. S. Department of Labor, Bureau of Labor Statistics, Washington, D. C., 20212.

The Job Outlook in Brief, U. S. Department of Labor, Bureau of Labor Statistics, Washington, D. C., 20212.

Merchandising Your Job Talents, U. S. Department of Labor, Employment/Training Administration, Washington, D. C., 20211.

Occupations in Demand - At Job Service Offices, U. S. Department of Labor, Employment/Training Administration, Washington, D. C., 20211.

Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. $8.00 per copy.

Occupational Outlook Quarterly, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. 1 year subscription - $4.00; single copy - $1.30.

Tomorrow's Jobs, U. S. Department of Labor, Bureau of Labor Statistics, Washington, D. C., 20212. Excerpts reprinted from the Occupational Outlook Handbook.

D. Audio Visual/Visual Materials

The following list is not comprehensive, but gives suggestions for visuals and audio/visual aids that can help relate career education and physical education concepts. It is suggested that prior to class use, materials would be previewed and discussion questions developed to follow-up the visual presentation.

Ahead of the Crowd (#30843), Prudential Insurance Company of America, Inc., Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY, 11040. Color, cassette, videotape, 28 minutes. Borrower pays return postage. A close look at 12 athletes with motivation, drive, and determination.

All The Self There Is, AAHPERD, c/o NEA Sound Studios, 1201 16th Street, NW, Washington, D. C., 20036. Color, 16mm, sound, 13½ minutes. Purchase $90.00, rental $15.00. Depicts approaches in physical education and focuses on importance of sports and activity in developing self concept and self confidence.

American Trail, The (M-746), American Fishing Tackle Mfg. Association, Association Films, Inc., 512 Burlington Avenue, La Grange, IL, 60525. Color, 16mm, sound, 28 minutes. Borrower pays return postage. Book well in advance. Features trails of all sorts--bicycles, hiking, and horseback riding--which provide the American city dweller with a means of escape to the out-of doors. Trails in parks, National Seashore, Great Lakes, and Rocky Mountains are explored.

American Women's Role (Teaching Picture Sets), David C. Cook Publishing Co., School Products Division, Elgin, IL, 60120. Includes 20 full color pictures. $6.75. Promotes understanding of the women's role, stimulates interest in careers and leadership.

An Equal Chance Through Title IX, AAHPERD, c/o NEA Sound Studios, 1201 16th Street, NW, Washington, D. C., 20036. Color, 16mm, sound, 22 minutes. Purchase $275.00, rental $18.00. Emphasizes need for and value of physical education and sport in a sex integrated setting.

A Very Special Dance, AAHPERD, c/o NEA Sound Studios, 1201 16th Street, NW, Washington, D. C., 20036. Color, 16mm, sound. Rental $18.00. Developed in cooperation with NBC/TV of Salt Lake City, focusing specifically on the work of Anne Riordan, dance educator with mentally handicapped young adults.

Career and Costume Circus, Paramount Communications, 5451 Marathon Street, Hollywood, CA, 90038. Color, 10 minutes. Purchase $175.00. Two children play with a toy circus and recall their visits to real ones. They discuss the costumes that performers wear and while the viewer sees a montage of the respective garb of different occupations the children realize that everyone wears a special kind of clothing.

D. Audio Visual/Visual Materials

(Continued)

Career Development: Education for Living (1974), J. C. Penney Company, Inc. Available from your nearest J. C. Penney store manager. Sound supplied by cassette, 1 7/8 ips, 20 frames, 20 minutes. Book 2-4 weeks in advance. Filmstrip designed to help students probe and discuss attitudes and beliefs about work and leisure, and the development of work values. A script, picture cards, a case study, and eight worksheets included.

Career in Environmental Management, Coronet, 65 East South Water Street, Chicago, IL, 60601. Six filmstrips/3 records (or 6 cassettes). $95.00. Includes wildlife management, recreation planning, public health services, etc.

Career Opportunities in Physical Fitness and Leisure-Related Fields, Media Resource Center, College of Health and Physical Education, University of South Carolina, Columbia, SC, 29208. Slide tape show produced by Montgomery County Public Schools that presents a wide variety of leisure activities, focuses on wise use of leisure time, and career options. A video-cassette tape can be purchased for $31.00 plus shipping and handling.

Conditioning Drills (1969), Coca-Cola USA, Film available from participating bottlers of Coca-Cola. Black and white, 16mm, sound, 11 minutes. Book 6 weeks in advance. Film features coach John Wooden and his University of California (Los Angeles) Bruins. Drills illustrated are loosening-up exercises, jumping and stretching, rebounding, dribbling, crossover, change of pace and direction, passing, shooting, fast break, and defense.

Courage To Be Me, The, Pied Piper Publications, P. O. Box 320, Verdugo City, CA, 91064. Series of 14 filmstrips--21 minutes each. Includes study guides. Appropriate for upper elementary, junior, and senior high school students, these four filmstrips are appropriate for career education, special education, and health. One features Rosey Grier, who states "You can never fail, if you never quit."

D. Audio Visual/Visual Materials

(Continued)

Differences in People as They Move (008), National Association of Physical Science and Physical Education, Media Resource Center, University of South Carolina, Columbia, SC, 29208. Black and white, reel, videotape, ½" Sony, 28 minutes. User must pay postage both ways. In a series of activities such as jumping from a ladder step, lifting sandbags, and moving from one side of a dowel rod to the other, the children observe and discuss innate differences in people as they perform tasks. In a new round, several activities are performed simultaneously. Since the children are now doing different things and making discoveries of themselves as individuals, the discussions focus primarily on the varying choices and interests of each person. Thus, the notion of competition is avoided and the worth of the individual is emphasized.

Discorolos (1974), Czechoslovak Embassy, Cultural Section, 3900 Linnean Avenue, NW, Washington, D. C., 20008. Black and white, 16mm, sound, 15 minutes. Borrower pays return postage. Book 3-6 weeks in advance. Documentary of Ludbik Danek, gold medal winner in 1972 Munich Olympics. It is the story of the struggle with oneself, about human desire to overcome two great crises in his sports career and in spite of the fact that many people had already written him off, he did not give up.

Disney's Career Planning Program, Walt Disney, Educational Media Co., 500 South Buena Vista Street, Burbank, CA, 91521. Career Program has visuals offering students practical information.

Diving For Science (MN-11359, 1973), Department of the Navy, Naval Education and Training Support Center, CO/Atlantic Naval Station, Building, 2-86, Norfolk, VA, 23511. Color, 16mm, sound 28 minutes. Book well in advance. Shows techniques of shallow water diving and how it is used by scientists and engineers. Also depicts the development of diving capabilities by research in the Navy's new hyperbaric chamber.

Don't Stop The Music (1974), U. S. Department of HEW, Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY, 11040. Color, 16mm, sound, 18 minutes. Book 6-8 weeks in advance. Borrower pays insured parcel post return postage. Depicts older Americans speaking for themselves. It dispells some commonly held myths about the elderly and demonstrates their capacity for enjoyment, productivity, and an active life. They do have problems, though, and the film examines the ways communities can help.

D. Audio Visual/Visual Materials

(Continued)

Every Child A Winner (1974), AAHPERD, c/o NEA Sound Studios, 1201 16th Street, NW, Washington, D. C., 20036. Color, 16mm, sound, 13½ minutes. $150.00 sale or $15.00 rental. Demonstrates how every child can develop self confidence and spontaneity through creative programs.

First Jobs, Abt Publications, 56 Wheeler Street, Cambridge, MA, 02138. Kit materials: 4 color-sound filmstrips, 12 activity and teachers manual, $90.00. Familiarizes students with procedures and prerequisites for getting and keeping their first jobs.

Floating Free, Pyramid, Box 1048 Santa Monica, CA, 90406. Color, 16mm, sound, 11 minutes. $190.00. To alternately rousing and soothing music and in quick cuts and slow motion, the gracefulness and dexterity of participants in the 1977 World Frisbee Championships are demonstrated in team and individual competitions and in remarkable canine performances.

Great Moments in The History of Tennis (2640-adult groups, 2641-schools), Association Films, Inc., Executive Offices, 866 Third Avenue, New York, NY, 10022. 16mm, sound, 40 mintues. Become a spectator to all of tennis' greatest moments with this fascinating film that has uniquely compiled old movie clips to recapture the highlights of this exciting sport. Traces the game from its origin in England, in 1874, and follows its developments to the present time. Featured are such all-time greats as Bill Tilden, Pancho Gonzales, Tom Okker, Arthur Ashe, and many of the women greats like Billie Jean King and Althea Gibson.

Health in Action, Changing Times Education Service, 108 E. 6th Street, St. Paul, MN, 55101. Seventy-four frame filmstrip--must be bought in set--$67.50. Helps students see what is taught in class is relevant to their future careers.

Health, Fitness, and Leisure for A Quality Life, AAHPERD, c/o NEA Sound Studios, 1201 16th Street, NW, Washington, D. C., 20036. Color, 16mm, sound, 20 minutes. Three days, $18.00. Aim is to motivate decision makers to incorporate health, fitness, and leisure services into programs for adults, particularly the elderly.

Hey, What Are Your Plans for The Next 60 Years?, State Department of Education, Vocational Offices for Sex Equality and Title IV or at cost from Verheyden and Associates, 3747 Huntington Street, NW, Washington, D. C., 20015. Original art work and real life pictures illustrate the many career options available to boys and girls talking with an adult about how the world of work is changing both in career roles and career expectations.

D. Audio Visual/Visual Materials

(Continued)

In Search of Balance, National Recreation and Park Association, 1601 North Kent Street, Arlington, VA, 22209. Color, 26 minutes. $425.00. Film shows need of recreation services to the public.

Job Search Pyramid, by C. McDaniels, Garrett Park Press, Garrett Park, MD, 20766. $2.00. Part of a set of 25 wall charts (17 x 22 inches), this one devoted to a five-phase approach to job searching: Planning, preparing, acting, measuring, and finalizing.

Just for the Fun of It (1975), U. S. Army Engineer Division, South Atlantic, 510 Title Building, 30 Pryor Street, SW, Atlanta, GA 30303. Color, 16mm, sound, 30 minutes. Book 6 weeks in advance. Borrower pays return postage. Illustrates all types of recreation, which are featured at various Corps of Engineer projects.

Kite, The (1975). IBM Corporation, Modern Talking Picture Service, Inc. Attn: IBM Service Desk, 2323 New Hyde Park Road, New Hyde Park, NY, 11040. Color, 16mm, sound, 10 minutes. Book well in advance. Borrower pays return postage and insurance. Features a young boy and the kite he designs and builds. It is a film on the nature of creativity, preseverance, and achievement.

Looking Ahead To A Career: 1978-1979 Edition, Bureau of Labor Statistics, Washington, D. C., 20212. Color 35mm with cassette narrative, 27 minutes. Specifically for high school youth and others who are, or who will be, choosing careers. Uses innovative cartoons, photographs, and charts to discuss such topics as: employment trends, job outlook, nature of the occupational cluster system, how to find information on specific occupations.

Name of The Game Is...Basketball, Prudential Insurance Co. of America, Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY, 11040. Color, 16mm, sound 28 minutes. Book 2 months in advance. Borrower pays return postage. Presents Oscar Robertson, John Havlicek, Wes Unseld, Elvin Hayes, and 11 more great stars of the NBA, who demonstrate the techniques that brought them stardom. Also included are physical fitness tips.

D. Audio Visual/Visual Materials

(Continued)

People You'd Like To Know, Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, IL, 60611. 16mm, color, sound, 10 minutes each. $185.00 each. Teacher guide available. A series of ten award-winning short film portraits for students between 11 and 14 years of age that illustrate the similarities between children who are handicapped and those who are not. The following portraits are presented: Mark--learning disability, Mary--deaf, Harold--blind, Paige--mental retardation, Dee--Larsen's syndrome, John--cystic fibrosis, Kai--speech impairment, Elizabeth--low vision, C. J.--social and emotional problems, and Diane--leg amputation. Each film emphasizes inner qualities which have helped the person cope on a daily basis and has been filmed in situations with teachers, friends, and family who accept and relate to each individual on a personal basis. The series is helpful in making students more aware of other's feelings and attitudes as they face various situations and the importance of self-acceptance and the need to be independent.

Portrait of A Champion--Diving (1976), General Mills, Inc., 9200 Film Center, P.O. Box 1113, Minneapolis, MN, 55440. Color, 16mm, sound, 12 minutes. Book 6 weeks-3 months in advance. Borrower pays return postage. Features Alysa Gould, a high school All-American Diver, who describes the physical fitness routine she follows to become and stay physically fit while maintaining her status as a world class diver.

Sailing Is Fun, National Association of Engine and Boat Mfg., Film Library, P.O. Box 5555, Grand Central Station, New York, NY, 10017. Color slides, 15 minutes. Book 4 weeks in advance. Borrower pays return postage and insurance. Presents all the thrills and serenity of sailing, as well as some basic pointers on the sport. It offers advice on types, and sizes of boats, and where to learn to sail. Script accompanies slides.

Ski Fever, Evinrude, Solana Studios, Film Distribution Center, 4365 North 27th Street, Milwaukee, WI, 53216. Color, 16mm, sound 13½ minutes. Book 4-8 weeks in advance. Features fast-paced boating action introducing the thrills and glamour of water skiing. Much of the action is filmed at Cypress Gardens and includes slalom and trick skiing and kite flying with a sequence for the beginning skier.

Swim and Stay Fit (1963), American National Red Cross, General Supply Office, 18th and E Streets, NW, Washington, D. C., 20006. Color, 16mm, sound, 4½ minutes. Book 3 weeks in advance. Return 3 days after receipt. Borrower pays return postage. Shows that people of all ages can enjoy swimming, and advocates swimming as a good means of keeping fit. It demonstrates that by adjusting their swimming style and speed to their age and physical ability, people from four to eighty can swim and stay fit.

D. Audio Visual/Visual Materials

(Continued)

Tennis--Everybody's Game (J-765), Association Films, Inc., Executive Offices, 866 Third Avenue, New York, NY, 10022. Color, 16mm, sound, 28 minutes. Write to contact service in your area. Takes a new look at the sport which has captivated the interest of 12,000,000 Americans--tennis. Your host, Earl "Butch" Buchholz, takes a quick helicopter trip across the nation to see tennis being played in a variety of locations and enjoy a look at the history of the game. Then on to the courts for some professional instruction in the finer points of the game.

E. Free And Inexpensive Materials

The following is a sample list organized by association or organization names and the materials they make available.

American Health Care Association, 1200 15th Street, NW, Washington, D. C., 20005. Health Career Opportunities. This booklet explains every one of various health careers. Single copies are available free if request is made on an official stationery.

American Medical Association, Department of Health Education, 535 North Dearbor Street, Chicago, IL, 60610. Fit For Fun, (OP-249). This 37 page booklet is for young children in the early elementary years to enjoy with their parents or teacher. Its purpose is to encourage children to make vigorous exercises for young children to do. Single copies are available.

American Physical Fitness, Research, Research Institute, 824 Morago Drive, Box 90024, Bel Air, CA, 90049. Your Body, Use It Or Lose It, script. Presentation on how important it is to use bodies vigorously on a regular basis. This script may be retained permanently. User pays postal charges.

American Physical Therapy Association, 1156 15th Street, NW, Washington, D. C., 20005. Careers in Physical Therapy. This booklet explains what physical therapy is, the benefits connected with it, and the rewards that come with other people. It also lists addresses and qualifications of schools throughout the United States. Single copies are available.

American Physiological Society, Education Office, 9650 Rockville Pike, Bethesda, MD, 20014. Careers In Physiology. This brochure presents information on a career in the field of physiology. While it is not intended directly for the elementary student, it gives helpful suggestions on what courses to take while in high school.

The American Legion, American Legion Education and Scholarship Program, Americanism, Children, and Youth Division, Indianapolis, IN, 46206. Has information on educational opportunities for youth.

American Water Ski Association, P.O. Box 191, Winter Haven, FL, 33880. Safety in Water Skiing. This booklet covers five areas of safety consciousness: the water, the boat and motor, the skier's gear, the driver, and the skier in action. Limit of 25 free copies.

Ashaway Line & Twine Mfg. Co., Ashaway, RI, 02804. Official Lawn Tennis Rules. This leaflet gives the official rules of lawn tennis, for both singles and doubles games. Dimensions of the court are given, as well as scoring rules. Limit of 50 copies free. Request must be written on official stationery.

E. Free and Inexpensive Materials

(Continued)

B'nai B'rith, Career and Counseling Service, 1640 Rhode Island Avenue, Washington, D. C., 20036. Job and Career Trends in the Late 70's. Special supplement 3, $1.00. Careers for Today and Tomorrow, 1977, 15 pp., $1.00.

B'nai B'rith, Career Counseling Services, 1640 Rhode Island Avenue, NW, Washington, D. C., 20036. A Starter File of Free Occupational Literature. Organizations and addresses for teachers and/or students to write to for free information on many different careers that are listed.

Ben Pearson/Sebco Division Brunswick Corporation, P.O. Box 270, Tulsa, OK, 74101. How To Shoot a Bow and Arrow. This pamphlet shows the beginner the whys and wherefores of archery. Fully illustrated, and easy to understand. Limit of 50 free copies.

Big Bend National Park, Superintendent, National Park Service, U. S. Department of the Interior, Big Bend National Park, Texas, 79834. Hiking Safety. Although this sheet of safety measures is specifically designed for the hiker in Big Bend National Park, it contains rules helpful to all hikers everywhere. Single free copies are available.

Boy Scouts of America, North Brunswick, NJ, 08902. Booklet available on involvement in career education.

California Employment Department, 800 Capitol Mall, Sacramento, CA, 95814, Physical Therapist, 1977, 2 pp., free.

Career Guidance Media, P.O. Box 3422, Alexandria, VA, 22302. Career Resources A to Z: A Student's Guide to Occupational and Educational Information, 1975, $1.50. References to 250 organizations that have prepared information for career exploration.

Careers Inc., 1211 10th Street, SW, Largo, FL, 33540. Bowling Center Manager, 1976, 2 pp., .30¢. Camp Counselor, 1976, 2 pp., .30¢. Dancers, 1976, 2 pp., .30¢. Elementary and Secondary Teachers, 1977, 8 pp., .50¢. Health Physicist, 1978, 8 pp., .50¢. High School, Why Stay In?, 1977, 8 pp., .50¢.

Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH, 43210. Assorted publications available.

Chamber of Commerce of the USA, Education and Manpower Development Committee, 1615 H Street, NW, Washington, D. C., 20062. Several brochures on the utilization of community resources published.

E. Free and Inexpensive Materials

(Continued)

Champion Glove Manufacturing Co., 2200 East Ovid, Des Moines, IO, 50313. Handball and Racquetball Playing Rules. This booklet will simplify and clarify rules for handball and racquetball players. It includes the official rules for four wall, three wall, and one wall games. Limit of 10 copies. Request must be written on official stationery and available to members of the professional staff only.

The Christian Science Monitor, P.O. Box 527, Back Bay Station, Boston, MA, 02117. Careers for the 80's. Cost 50¢ for newsletter reprints.

Dayton Racquet Co., Inc., 302 South Albright Street, Arcanum, OH, 45304. Badminton Rules. This 8½ x 11 inch sheet presents the official rules of badminton for the double game or single game. Available in classroom quantities. Send self-addressed stamped envelope.

Educators Progress Service, Inc., Randolf, WI, 53956. Educators Guide to Free Health, Physical Education and Recreation Materials. Lists of films, filmstrips, slides, transparencies, scripts, and other printed materials for Health, Physical Education and Recreation.

Educators Progress Service, Inc., Department H, Randolph, WI, 53956. Life Style: The Key To Improve Health, Dr. Louis E. Alley, an AAHPERD Past President, informs health and physical education directors that research indicates a change in life style is overdue. He goes on to explain the roles of health and physical education in improving the nation's life style and the health of the people. A limit of 5 free copies available.

Floor Tennis Company, 2020 West Morse, Chicago, IL, 60645. Floor Tennis Brochure. Floor tennis, a combination of tennis and table tennis designed for small area use, is presented. It has simple rules and requires no special athletic ability. Limit of one free copy available to professional staff.

Ford Motor Company, Anne Akridge, 13-10 Corporation, 505 Market Street, Knoxville, TN, 37902. The Insider--Issues of Interest: Career Consciousness: A Do-It-Now Guide for Today's Students. Career Close-up: An Inside Look At Today's Job Market, The New Fitness: Focus on Personal Energy.

Girl Scouts of the USA, Program Department, 830 Third Avenue, New York, NY, 10022. From Dreams to Reality. A teaching unit with series of career information cards. Nominal cost.

Guidance Center, 1000 Yonge Street, Toronto, Canada, M4W 2K8. Golf Professional, 1977, 4 pp., .60¢. Plan the Route to Your Future, poster, $1.25. Satisfaction, poster, $1.25.

E. Free and Inexpensive Materials

(Continued)

Junior Achievement, Inc., 550 Summer Street, Stamford, CT, 06901. Information on programs that give students on the job training.

King Features--Career Awareness Comic Books, 235 East 45th Street, New York, NY, 10017. Hospitality and Recreation Careers, and Health Careers.

Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, NY, 10010. Looking for Health. This is a professional reference which reviews the teacher's vital role as health observer and key member of the school health team emphasizes the importance of communication and cooperation between home and school. Single copies or classroom quantities to those who make their request on official stationery.

National Alliance of Businessmen, 1703 K Street, NW, Washington, D. C., 20006. Information on programs to prevent unemployment of disadvantaged youth.

National Athletic Trainers Association, P.O. Box 1865, Greenville, NC, 27834. Athletic Training Careers. Single free copy available.

National Easter Seal Society for Crippled Children and Adults, Information Center, 2023 West Ogden Avenue, Chicago, IL, 60612. Want to Help Make the World Better?, (A-221). This two-fold leaflet tells about a career in the rehabilitation professions and gives information on the physical therapist, occupational therapist, speech pathologist and audiologist, psychologist, special education teacher, rehabilitation counselor, medical social worker, and recreation therapist. Single free copies available.

National Education Association, 1201 16th Street, NW, Washington, D. C., 20036. Career Education, by John H. Wilson, 1977, 35 pp. A basic introduction to career education. Sections include definition, goals and expectations, criticism, problems in evaluation, research, and the future. Cost .75¢. Career Education and Vocational Education--A Comparison, by Irene Clement, 1977, 32 pp. A breakdown of the differences between career education and vocational education is presented. Cost $2.75. Both publications can be ordered from NEA Distribution Center, Academic Building, Saw Mill Road, West Haven, CT, 06516.

National Horseshoe Pitchers' Association of America, Donald Koso, Regional Director, 803 East 12th Street, Falls City, Nebraska, 68355. National Horseshoe Pitchers' Association of America Official Rules. The rules of this organization are presented in this pamphlet, along with a diagram of a proper horseshoe court layout. Classroom quantities are available to members of the professional staff if request is made on official stationery.

E. Free and Inexpensive Materials

(Continued)

New York Life Insurance Co., P.O. Box 51, Madison Square Station, New York, NY, 10010. Careers for a Changing World, 1976, 13 pp. Hospitality and recreation included. One free copy available.

Paralyzed Veterans of America, Inc., Publications, 7315 Wisconsin Avenue, Suite 300-W, Washington, D. C., 20014. Competitive Wheelchair Sports. Many people who do not need to use a wheelchair daily still cannot compete actively, and are eligible for wheelchair sports. The purpose of this brochure is to acquaint one with the individual events and introduce one to the national organizations and new systems regulating sports competition. Single free copies are available.

President's Council on Physical Fitness and Sports, Room 3030, Donohoe Building, 400 6th Street, SW, Washington, D. C., 20013. Examples of inexpensive publications on how to maintain physical fitness are as follows: Youth Physical Fitness Suggestions for School Programs, Recommendation on school fitness programs, $2.25. An Introduction to Physical Fitness, Self testing activities, graded exercises, and jogging guidelines, $1.00. The Fitness Challenge in The Later Years, Exercises and activities selected to combat problems of aging, 15¢. The Physically Underdeveloped Child, suggestions for children who are uncoordinated or otherwise physically underdeveloped, 90¢.

Public Documents Distribution Center, Pueblo, CO, 81009. Successful Jogining, (641E). This 6-page pamphlet helps determine needs for equipment, tells where to shop, and gives approximate price ranges for the equipment. Two copies of each of ten different titles can be sent to same address.

Public Documents Distribution Center, Pueblo, CO, 81009. Backpacking Gear, (609E). This 6-page pamphlet helps determine your needs for equipment, tells where to shop, and gives approximate price ranges for the equipment. Two copies of each of ten different titles can be sent to same address.

Ringling Brothers, Barnum and Bailey Combined Shows, Inc., Dr. Mildred Sandison Fenner, Director, Department of Educational Services, 1015 18th Street, NW, Washington, D. C., 20024. Circus. This booklet presents little-known facts about the circus, a discussion of its classic elements, its 200-year history in America, a census of circuses, a glossary of circus terms, an annotated list of circus-born phrases, detailed suggestions for teaching about the circus, a bibliography, and a list of recordings of circus music. Single copies are free to members of professional staff.

E. Free and Inexpensive Materials

(Continued)

Schwinn Bicycle Company, Consumer Relations Department, 1856 North Kostner Avenue, Chicago, IL, 60639. How to Stage Bicycle Events. Bicycle events take many forms--parades, field days, tours, etc. Certain regulations, and preparations, for each are the same. This booklet explains how to set up such events and how to organize them. Also included are performance and skill tests to be included in these events. Free classroom quantities are available.

Science Research Associates, 259 East Erie Street, Chicago, IL, 60611. Professional Athletics, 1976, 4 pp., 55¢.

U. S. Environmental Protection Agency, PEMAP A-107, 401 M Street, SW, Washington, D. C., 20460. Career Choices--Working Toward A Better Environment. This booklet tells about careers for a better environment. Limit of 10 copies available in the United States, Canada, and Australia.

United States Table Tennis Association, P.O. Box 815, Orange, CT, 06477. Table Tennis For You. This booklet tells the history of table tennis, equipment necessary, the rules for playing the game, and includes many illustrations depicting the various aspects of the game. Single free copies are available.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

The following organizations and associations are described by either their purpose or who belongs to them. In some cases free materials may be available. It is suggested that one could write to see what information there is. Often when making requests for free information, it helps to send a self-addressed stamped envelope.

1. Individual/Dual Sports and Physical Activity

Aquatics

American Swimming Coaches Association, 1 Hall of Fame Drive, Ft. Lauderdale, FL, 33316.
Swimming coaches united for informational and educational purposes.

College Swimming Coaches Association of America, 111 Cooke Hall, University of Minnesota, Minneapolis, MN, 55455.
College and university swimming coaches.

Council for National Cooperation in Aquatics, 220 Ashton Road, Ashton, MD, 20702.
Official representatives of 35 national organizations that conduct or participate in aquatic programs or that have facilities and equipment to operate.

Institute of Diving, City Marine, Suite 4, P.O. Box 876, Panama City, FL, 32401.
Sports, commercial, and military divers, individuals, organizations and corporations interested in diving related activities.

National Aquatic Sports Camps, 8601 Riggs, Overland Park, KS, 66206.
Group encourages amateur athletics and healthful recreation.

National Association of Underwater Instructors, P.O. Box 630, Colton, CA, 92324.
Certified instructors of basic, advanced, and specialized courses in underwater diving.

National Swimming Pool Institute, 2000 K Street, NW, Washington, DC, 20006.
Builders, dealers, designers, engineers, manufacturers, public officials, suppliers and service persons concerned with public and private swimming pools.

Professional Association of Diving Instructors, 2064 North Bush Street, Santa Anna, CA, 92706.
Involved in training and certifying underwater scuba instructors and to train in the safety aspects of skin and scuba diving to the general public.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Aquatics (Continued)

Underwater Photography Instruction Association, Key Largo Diving Headquarters, RR. 1, Box 293, Key Largo, FL, 33037.
Involved in teaching underwater photography.

Archery

Archery Lane Operators Association, 2151 North Hamline Avenue, Suite 201, St. Paul, MN, 55113.
Owners of indoor archery lanes.

Archery Manufacturers Organizations, 200 Castlewood Road, North Palm Beach, FL, 33408.
Manufacturers of bows, arrows, and archery accessories.

National Field Archery Association, RR. 2, Box 514, Redlands, CA, 92373.
Field archery schools and national tournaments sponsored.

Professional Archers Association, 4711 South Brennan Road, Helmock, MI, 48626.
Competitive archers and archery instructors.

Badminton

United States Badminton Association, P.O. Box 237, Swartz Creek, MI, 48473.
Governing body for badminton in the U. S.

Boating

American Canoe Association, 4260 East Evans Avenue, Denver, CO, 80222.
Governing body of canoe and kayak activity.

Boat Owners Association of the United States, 880 South Pickett Street, Alexandria, VA, 22304.
Owners of recreational boats.

Scholastic Rowing Association, c/o, Msgr. Glendon E. Robertson, Diocese of Camden, P.O. Box 709, Camden, NJ, 08101.
Individuals interested in the sport of rowing.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Boating (Continued)

United States Canoe Association, 606 Ross Street, Middletown, OH, 45042.
Individuals interested in canoeing.

United States Coast Guard Auxiliary, Commandant U. S. Coast Guard, Washington, DC, 20590.
Composed of men and women who own at least 25 percent of a motorboat, yacht, aircraft, or amateur radio.

National Boating Federation, 629 Waverly Lane, Bryn Athyn, PA, 19009.
Promotes improvement and strengthening of amateur boating.

Billiards

Billiard and Bowling Institute of America, 717 North Michigan Avenue, Chicago, IL, 60611.
Distributors and manufacturers of billiard and bowling equipment.

Billiard Congress of America, 717 North Michigan Avenue, Chicago, IL, 60611.
National clearinghouse for billiard affairs.

Bowling

American Bowling Congress, 5301 South 76th Street, Greendale, WI, 53129.
Standard rules and tests provided and approves materials and equipment to be used in sanctioned competition.

American Junior Bowling Congress, 5301 South 76th Street, Greendale, WI, 53129.
Tournament promoter through local administrative agencies.

Bowling Proprietors Association of America, P.O. Box 5802, Arlington, TX, 76011.
Proprietors of bowling establishments.

National Duck Pin Bowling Congress, 711 14th Street, NW, Washington, DC, 20005.
Rule making and governing body for duck pin bowling.

Professional Bowlers Association of America, 1720 Merriman Road, Akron, OH, 44313.
Information about the Pro Bowlers Association.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Boxing (Continued)

International Veteran Boxers Association, 94 Crescent Avenue, New Rochelle, NY, 10801.
Professional and amateur also interested individuals united to hold social events and raise funds for needy former boxers.

World Boxing Association, 1511 K Street, NW, Suite 843, Washington, DC, 20005.
Professional boxing regulation.

Camping

Advisory Council for Camps, 400 Madison Avenue, New York, NY, 10017.
Information forparents on children's camps.

American Camping Association, Bradford Woods, Martinesville, IN, 46151.
Information on administration, legal issues, educational programs and federal law making.

Association of Independent Camps, 55 West 42nd Street, New York, NY, 10036.
Specialized education programs sponsored.

International Federation of Camping and Caravanning, Rue D'Arenberg, 44, B-1000 Brussels, Belgium.
Camping and caravanning promoted.

National Campers and Hikers Association, 7172 Transit Road, Buffalo, NY, 14221.
Teacher assistance in short college and "Y" courses and in camping and outdoor recreation.

National Camping Association, 353 West 56th Street, New York, NY, 10019.
Cooperative organization of camp owners and directors.

Curling

United States Women's Curling Association, c/o Mrs. Karl J. Rustman, 1201 Somerset Drive, Glenview, IL, 60025.
Women amateur curlers.

United States Curling Association, c/o L. T. Kreutzig, 606 Highway 14 North, Harvard, IL, 60033.
USA curling clubs.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Cycling

American Association of Bicycle Importers, 200 Fifth Avenue, New York, NY, 10010.
Interest promotion of bicycle importers.

Bicycle Manufacturers Association, 1101 15th Street, NW, Washington, DC, 20005.
Domestic manufacturers of bicycles.

Bicycle Wholesale Distributors Association, Box 594, 95 East Valley Stream Boulevard, Valley Stream, NY, 11580.
Wholesalers of bicycles, bicycle parts and accessories.

Cycle Parts and Accessories Association, 122 East 42nd Street, New York, NY, 10017.
Components and accessories production.

National Bicycle Dealers Association, 29023 Euclid Avenue, Wickliffe, OH, 44092.
Independent retail dealers who sell and service bicycles.

United States Cycling Federation, P.O. Box 699, Wall Street Station, New York, NY, 10005.
Governing body of amateur and professional cycling in the U. S.

Dance

American Dance Guild, 1619 Broadway, Room 603, New York, NY, 10019.
Teachers, performers, historians, critics, writers, and students in the field of dance.

American Dance Therapy Association, 2000 Century Plaza, Suite 230, Columbia, MD, 21044.
Individuals interested in the therapeutic aspect of dance.

Association of American Dance Companies, 162 West 56th Street, New York, NY, 10019.
Educational and service organization to promote and encourage the knowledge, appreciation, practice, and performance of dance.

Choreographers Theater, 25 West 19th Street, New York, NY, 10011.
A wide variety of production, administrative, management and employment services to the dance and arts community provided.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Dance (Continued)

Committee on Research in Dance, 35 West Fourth Street, Room 675 D, New York University, Department of Dance Education, New York, NY, 10003.
Persons involved in research related to the field of dance.

Dance Educators of America, Box 470, Caldwell, NJ. 07006
Qualified dance teachers.

Dance Notation Bureau, 19 Union Square West, New York, NY, 10003.
Dance works documented through the use of graphic notation and visual recordings.

Forum of National Dance Organizations, 1619 Broadway, Room 603, New York, NY, 10019.
Informal organization to exchange information related to dance.

Managers of Larger Dance Companies of North American Conference, c/o Gerald Ketelaar, Cleveland Ballet, 1375 Euclid Avenue, Suite 339, Cleveland, OH, 44115.
Managers and administrators of the U. S. and Canadian Dance companies.

National Dance Association, 1201 16th Street, NW, Washington, DC, 20036.
Public school, college and private teachers of dance and physical education. Pamphlet available on careers in dance.

Fencing

Amateur Fencers League of America, 601 Curtis Street, Albany, CA, 94706.
Amateur and professional fencers.

National Fencing Coaches Association of America, Department of Physical Education, Baruch College, 17 Lexington Avenue, New York, NY, 10010.
Professional society of fencing teachers and coaches and others with an avocational interest in fencing.

Fishing

American Casting Association, c/o William Burke, Picnic Hill, Jackson, KY, 41339.
Rules for sanctioned tournaments established and coordinated.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Fishing (Continued)

American Fisheries Society, 5410 Grosvenor Lane, Bethesda, MD, 20014.
Pamphlet available--"Fishery as a Profession."

American Fishing Tackle Mfg. Association, 20 North Wacker Drive, Chicago, IL, 60606.
Manufacturers and importers of fishing equipment.

Association of Surf Angling Clubs, 246 Dickinson Street, Philadelphia, PA, 19147.
Conservation of salt water fish and game promoted.

Fish and Wildlife Service, Department of the Interior, Washington, DC, 20240.
Information materials.

International Game Fish Association, 3000 East Las Olas Boulevard, Fort Lauderdale, FL, 33316

International Women's Fishing Association, P.O. Box 2025, Palm Beach, FL, 33480.
Sport fisherwomen.

Marine Technology Society, 1730 M Street, NW, Washington, DC, 20036.

Sport Fishing Institute, 608 13th Street, NW, Washington, DC, 20005.
Sport fish conservation agency.

Tackle Representatives Association, International, 20 North Wacker Drive, Suite 1930, Chicago, IL, 60606.
Manufacturers representatives.

Golf

Golf Course Builders of America, 725 15th Street, NW, Suite 700, Washington, DC, 20005.
Annual conventions and meetings.

Golf Course Superintendents Association of America, 1617 St. Andrews Drive, Lawrence, KS, 66044.
Scholarship and Research Foundation sponsored.

Golf Writers Association of America, 1720 Section Road, Suite 210, Cincinnati, OH, 45237.
Editors and writers covering golf for newspapers, etc.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Golf (Continued)

Ladies Professional Golf Association, 919 Third Avenue, New York, NY, 10022.
Professional women golfers and educators.

Manufacturing Jewelers Golf Association, c/o Roland and Whytock Co., Inc., 75 Oxford Street, Providence, RI, 02905.
Manufacturing jewelers and suppliers united for a semiannual golf tournament.

National Advertising Golf Association, c/o Golf Digest Magazine, 495 Westport Avenue, Norwalk, CT, 06856.
Annual golf tournament sponsored for national championships.

National Golf Foundation, 200 Castlewood Drive, North Palm Beach, FL, 33408.
Promotes public interest in golf.

Professional Golfers Association of America, Box 12458, Lake Park, FL, 33403.
Golf professionals and apprentices associated with golf clubs, courses and tournaments. Has information on becoming a golf pro.

United States Golf Association, Golf House, Far Hills, NJ, 07931.
Governing body for the U. S.

Gymnastics

United States Gymnastics Safety Association, 424 C Street, NE, Washington, DC, 20002.
Promotes gymnastics.

Handball

United States Handball Association, 4101 Dempster Street, Skokie, IL, 60076.
Handball players and coaches.

Racquetball

United States Racquetball Association, 4101 Dempster Street, Skokie, IL, 60076.
Racquetball players, enthusiasts and manufacturers.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Riding

American Horse Show Association, 598 Madison Avenue, New York, NY, 10022.
Encourages interest in horse shows.

American Trainers Association, 7805 Ruxway, Baltimore, MD, 21204.
Persons engaged in the training of horses.

Harness Tracks of America, 333 North Michigan Avenue, Chicago, IL, 60601.
Promotes harness track management.

Jockey's Association, 525 East 12th Street, Los Angeles, CA, 90015.
Licensed jockeys in good standing.

Jockey's Guild, 555 Fifth Avenue, Room 1501, New York, NY, 10017.
Organization for jockeys. Has information available on the career of a jockey.

National Riding Commission, c/o Nancy Rice, Box 88, Sweet Briar, VA, 24595.
Encourages horseback riding instruction.

Thoroughbred Racing Protective Bureau, P.O. Box 3557, New Hyde Park, NY, 11040.
Involved in conducting character investigations of racing licenses and of applicants for positions in racing.

United States Trotting Association, 170 Michigan Avenue, Columbus, OH, 43215.
Owners, trainers, and drivers of standardbred horses.

Running

National Jogging Association, 919 18th Street, NW, Washington, DC, 20006.
Promotes healthful jogging by physically qualified people.

Road Runners, c/o Morton Schur, 1034 Longaker Road, Northbrook, IL, 60062.
Individuals who wish to improve their general physical conditioning through the exercise of jogging and running.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Running (Continued)

Road Runners Club of America, c/o Jeffrey Darman, 2737 Devonshire Place, NW, Washington, DC, 20008.
Active long-distance runners and other persons who do not compete but who are interested in the sport.

Track and Field Hall of Fame, Charleston, WVA.
Displays related to this area.

United States Track and Field Federation, 30 North Norton Avenue, Tucson, AZ, 85719.
Federation of organizations of amateur athletes in track and field events.

United States Track Coaches Association, 1705 Evanston, Kalamazoo, MI, 49008.
Head coaches of track and field at college and university level, to promote the sport of track and field.

Shooting

National Rifle Association of America, 1600 Rhode Island Avenue, NW, Washington, DC, 20036.
National records of shooting competitions kept plus booklets and educational information available.

National Shooting Sports Foundation, 1075 Post Road, Riverside, CT, 06878.
Participation in the shooting sports promoted.

Shooters Club of America, 591 Camino de La Reina, Suite 200, San Diego, CA, 92108.
Educational and public relations program conducted in behalf of gun sportsmen.

Shuffleboard

National Shuffleboard Association, 6815 Lake Avenue, West Palm Beach, FL, 33405.
Information on shuffleboard.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Skating

International Skateboard Association, 711 17th Street, Suite E-7, Costa Mesa, CA, 92627.
Manufacturers of skateboards, manufacturers representatives, skatepark owners, retailers, consultants, parks and recreation departments, ecc. also has a clearinghouse on information about skateboards.

Ice Skating Institute of America, 1000 Skokie Boulevard, Wilmette, IL, 60091.
Ice rink operators and managers, builders and suppliers for the industry.

Roller Skating Foundation of America, 515 Madison Avenue, New York, NY, 10022.
Roller skating rink owners and operators, skaters and manufacturers.

Roller Skating Rink Operators Association of America, 7700 A Street, Lincoln, NE, 68510.
Independent roller skating rink operators. Also works with roller skating teachers and instructors.

U. S. Figure Skating Association, 575 Boylston Street, Boston, MA, 02166.
Information on figure skating.

U. S. International Skating Association, 1166 Sherren Street, West St. Paul, MN, 55113.
Individuals interested in international speed skating.

Skiing

American Ski Association, P.O. Box 4479, Overland Park, KS, 66204.
For recreational skiing.

American Ski Teachers Association of Nature Teknik, Camelback Ski Area, Tannersville, PA, 18372.
Certified ski instructors.

American Water Ski Association, S.R. 542 and Carl Floyd Road, Winter Haven, FL, 33880.
Competitive and non-competitive skiing promoted.

National Ski Areas Association, P.O. Box 83, West Hartford, CT, 06107.
Operators of ski areas.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Skiing (Continued)

National Ski Patrol System, 2901 Sheridan Boulevard, Denver, CO, 80214.
Promotes ski safety.

Professional Ski Instructors of America, 1726 Champa, Denver, CO, 80202.
Promotes ski instruction by professional teachers.

Ski Area Suppliers Association, Box 500, North Salem, NY, 10560.
Firms that sell equipment and supplies to ski areas.

Ski Council of America, 600 Madison Avenue, New York, NY, 10022.
Suppliers to the retail ski market.

Ski Industries America, P.O. Box 2270, Peabody, MA, 01960.
Manufacturers, distributors and importers of ski apparel.

Ski Retailers International, 717 North Michigan Avenue, Chicago, IL, 60611.
Retail sporting goods stores, ski shops, and ski equipment and clothing manufacturers.

Ski Retailers Council, 445 Park Avenue, New York, NY, 10022.
Retail ski merchandise including ski shops, sporting goods stores, department stores, etc.

Ski Touring Council, c/o Rudolf F. Mattesich, West Hill Road, Troy, VT, 05868.
Persons interested in non-competitive cross-country skiing.

Student Ski Association, 233 North Pleasant Street, Amherst, MA, 01002.
Membership entitles college and graduate students to reduced rates for skiing.

United States Ski Association, 1726 Champa Street, Suite 300, Denver, CO, 80202.
Information on various areas of skiing.

United States Ski Educational Foundation, P.O. Box 100, Park City, UT, 84060.
To establish, administer, and promote educational programs devoted to the development and training of skiers.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Tennis

Association of Tennis Professionals, World Trade Center, Box 58144, Dallas, TX, 75258.
Professional tennis players united to improve player and spectator tennis.

LOVE - 5, 4902 Tollview Drive, Rolling Meadows, IL, 60008.
Executives of hotels, convention bureaus, non-profit organizations and exposition management.

National Court Clubs Association, 360 Park Drive, Northbrook, IL, 60062.
Purpose is to better the business of the entire tennis industry.

National Indoor Tennis Association, P.O. Box 11097, Chicago, IL, 60611.
Owners of indoor tennis clubs and firms who manufacture a product for indoor tennis clubs.

National Tennis Foundation, 51 East 42nd Street, New York, NY, 10017.
Purpose to foster interest in amateur tennis through educational and promotional programs for clubs, schools, playgrounds and parks, etc.

U. S. Paddle Tennis Association, 189 Seeley Street, Brooklyn, NY, 11218.
Paddle tennis promotion.

United States Tennis Association, 51 East 42nd Street, New York, NY, 10017.
Promotes the total development of all aspects of tennis.

United States Professional Tennis Association, 6701 Highway 58, Harrison, TN, 37341.
Professional tennis instructors and college coaches, as well as salespersons, producers, and manufacturers of tennis merchandise.

United States Squash Racquets Associations, 211 Ford Road, Bala-Cynwynd, PA, 19004.
Conducts tournaments and established rules.

Tennis, Platform

American Platform Tennis Association, c/o Fox Meadow Tennis Club, Wayside Lane, Scarsdale, NY, 19583.
Tennis clubs and other groups having platform tennis courts.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

1. Individual/Dual Sports and Physical Activity

Tennis, Table

United States Table Tennis Association, 1031 Jackson Street, St. Charles, MO, 63301.
Sanctions tournaments, develops rules, and gives instructional exhibitions.

Wrestling

National Wrestling Coaches Association, c/o Athletic Department, University of Utah, Salt Lake City, UT, 84112.
Interscholastic and intercollegiate wrestling promotion.

United States Amateur Wrestling Foundation, c/o John Dustin, Wrestling Division, Amateur Athletic Union, 3400 West 6th Street, Indianapolis, IN, 46268.
Persons interested in amateur wrestling.

F. Associations/ Organizations Addresses For Physical Education, Sport, and Related Fields

2. Team Sports and Physical Activity

Basketball

Basketball Hall of Fame, P.O. Box 175, Springfield, MA, 01109.
Displays and gives information on Hall of Fame.

International Association of Approved Basketball Officials, 1620 Dual Highway East, Hagerstown, MD, 21740.
Basketball officials.

National Association of Basketball Coaches of the United States, P.O. Box 307, Branford, CT, 06405.
Basketball coaches.

National Basketball Association, 645 Fifth Avenue, New York, NY, 10022.
League information.

Youth Basketball Association, 291 Broadway, New York, NY, 10007.
YMCA sponsored basketball.

Baseball/Softball

Amateur Softball Association, 2801 Northeast 50th Street, P.O. Box 11437, Oklahoma City, OK, 73111.
Leagues and information on amateur softball.

American Association of College Baseball Coaches, 123 Assembly Hall, Champaign, IL, 61820.
Baseball coaches in colleges and universities.

Association of Professional Ball Players of America, 337 East San Antonio Drive, Suite 203, Long Beach, CA, 90807.
Baseball players, umpires, coaches, trainers, scouts and managers.

Baseball Hall of Fame, P.O. Box 323, Cooperstown, NY, 13326.
Displays and gives information on Hall of Fame.

Major League Umpires Association, 450 West 14th Street, Chicago Heights, IL, 60411.
Umpires in American and National Baseball Leagues.

National Association of Leagues, Umpires, and Scorers, Box 1420, Wichita, KS, 67201.
Baseball teams, umpires and scorers participating in leagues and tournaments.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

2. Team Sports and Physical Activity

Baseball/Softball (Continued)

PONY Baseball, P.O. Box 225, Washington, PA, 15301.
Summertime recreational baseball programs.

Society for American Baseball Research, P.O. Box 323, Cooperstown, NY, 13326.
Baseball research, statistics and history.

United States Baseball Federation, Greenville College, Greenville, IL, 62246.
Information available on amateur baseball.

Football

American Football Coaches Association, Box 8705, Durham, NC, 27707.
Advisors to the National Collegiate Athletic Association Football Rules Committee.

National Football Foundation and Hall of Fame, 201 East 42nd Street, Suite 1506, New York, NY, 10017.
Promotes amateur football in schools and colleges.

National Football League, 410 Park Avenue, New York, NY, 10022.
League information.

Hockey

Amateur Hockey Association in the U. S., Ten Lake Circle, Colorado Springs, CO, 80906.
Promotes amateur ice hockey.

Field Hockey Association of America, One World Trade Center, Suite 1047, New York, NY, 10048.
Governing body for men's amateur field hockey in the U. S.

Unites States Field Hockey Association, 4415 Buffalo Road, North Chili, NY, 14514.
Promotes interest in field hockey.

World Hockey Association, One Financial Plaza, Hartford, CT, 06103.
Promotes interest in world hockey.

F. Associations/Organization Addresses For Physical Education, Sport, and Related Fields

2. Team Sports and Physical Activity

Lacrosse

The Lacrosse Foundation, Newton H. White, Jr. Athletic Center, Homewood, Baltimore, MD, 21218.
Promotes lacrosse through geographical index.

United States Lacrosse Coaches Association, Bethpage High School, Bethpage, NY, 11714.
Men engaged in coaching.

United States Women's Lacrosse Foundation, Box 505, RD 2, Hockessin, DE, 19007.
Promotes women's lacrosse.

Soccer

National Intercollegiate Soccer Officials Association, 131 Moffitt Boulevard, Islip, NY, 11751.
College soccer officials.

National Soccer Coaches Association of America, 668 La Vista Road, Walnut Creek, CA, 94598.
Soccer coaches.

U. S. Soccer Federation, 350 Fifth Avenue, New York, NY, 10001.

Volleyball

International Volleyball Association, 1901 Avenue of the Stars, Suite 610, Los Angeles, CA, 90067.
Promotes professional volleyball league.

United States Volleyball Association, P.O. Box 77065, San Francisco, CA, 94107.
Tournaments and established rules promotion. Certification of officials.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Administration

Club Managers Association of America, 1020 15th Street, NW, Washington, DC, 20005.
Club managers are members.

College Athletic Business Managers Association, c/o Janet W. LaCassee, U. S. Military Academy, Office of HE Athletic Director, West Point, NY, 10996.
Ticket and business managers of college and university athletic programs.

National Sports Marketing Bureau, Inc., 210 Fifth Avenue, New York, NY, 10010.
Sports administration information.

Circus

Ringling Brothers and Barnum and Bailey Clown College, P.O. Box 1528, Venice, FL, 33595.
Information and applications for clown colleges.

Communications

American Council on Education for Journalism, 563 Essex Court, Deerfield, IL, 60015.
Pamphlet available: "Accredited Journalism and Mass Communications Education."

American Newspaper Publishers Association, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC, 20041.
Pamphlet available: "Facts About the Newspapers: 1978."

Baseball Writers Association of America, 36 Brookfield Road, Fort Salonga, NY, 11768.
Chapter in each major league city.

Bowling Writers Association of America, c/o Chicago Tribune Sports, Chicago, IL, 60611.
Reporters of bowling news.

College Sports Information Directors of America, c/o Don Kopriva, University of Wisconsin, Parkside Kenosha, WI, 53141.
Individuals employed in college and university sports information departments.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Communication (Continued)

Football Writers Association of America, Box 1022, Edmond, OK, 73034.
Newspaper and magazine sportswriters covering college and professional football.

Magazine Publishers Association, 575 Lexington Avenue, New York, NY, 10022.
Bibliography list on information on writing/publishing, etc. available.

National Association of Broadcasters, 1771 N Street, NW, Washington, DC, 20056.
Booklets available: Careers in TV and Careers in Radio.

National Turf Writers Association, 6000 Executive Boulevard, Suite 317, Rockville, MD, 20852.
Newspaper and magazine writers, sports editors and columnists who write about various aspects of horse racing and breeding.

Newspaper Fund, Inc., P.O. Box 300, Princeton, NJ, 08540.
Booklet available: 1979 Journalism Career and Scholarship Guide.

Professional Football Writers of America, c/o Baton Rouge Morning Advocate, 4758 Marque Drive, New Orleans, LA, 70127.
Sportswriters and columnists who cover professional football on a regular basis.

United States Basketball Writers Association, 307 North Pennsylvania Street, Indianapolis, IN, 46206.
People who write about collegiate and professional players for newspapers, magazines, and other communications media.

United States Harness Writers Association, P.O. Box Ten, Batavia, NY, 14020.
Writers, reporters, editors, columnists, and cartoonists who cover harness racing for the press.

United States Ski Writers Association, Seven Kensington Road, Glen Falls, NY, 12801.
Writers and photographers for skiing magazines and newspapers.

U. S. Tennis Writers Association, c/o Ron Bookman, World Tennis Magazine, 383 Madison Avenue, New York, NY, 10017.
Newspapers and magazine writers who earn their primary living by covering sports.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Education

Careers, Inc., 1211 10th Street, Largo, FL, 33540.
Booklet available: Physical Education Teacher.

National Center for Information on Careers in Education, 1607 New Hampshire Avenue, NW, Washington, DC, 20009.
Publications guide available.

Fitness

Association of Physical Fitness Centers, 5372 River Road, Suite 500, Washington, DC, 20016.
Code of ethical practices for the industry promoted.

International Physical Fitness Association, 415 West Court Street, Flint, MI, 48503.
Purpose is to facilitate the transfer of individual memberships from one member club to another.

Forestry

American Forestry Association, 1319 18th Street, NW, Washington, DC, 20036.
Booklet available: So You Want To Be A Forester.

Society of American Foresters, 5400 Grosvenor Lane, Bethesda, MD, 20015.
Pamphlet available: "Ask Any Forester."

Health

American Hospital Association, 840 North Lake Shore Drive, Chicago, IL, 60611.
Pamphlet available: "Careers That Count."

American Medical Association, 535 North Dearborn Street, Chicago, IL, 60610.
Health careers information.

American Medical Technologists, 710 Higgins Road, Park Ridge, IL, 60068.
Pamphlet available: "Answers to Your Questions About An Exciting Career in Medical Technology."

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Health (Continued)

American School Health Association, P.O. Box 708, Kent, OH, 44240.
Information available.

Association of University Programs in Health Administration, One Dupont Circle, NW, Washington, DC, 20036.
Available pamphlets and brochures.

Educational and Health Career Service, 20 Nassau Street, Princeton, NJ, 08540.
Varied information.

National Association for Mental Health, 1800 Kent Street, Arlington, VA, 22209.
Information available.

National Health Council, Inc., 1740 Broadway, New York, NY, 10019.
Pamphlet available: "200 Ways to Put Your Talent to Work in the Health Field."

Manufacturers

National Association of Sporting Goods Wholesalers, P.O. Box 11344, Chicago, IL, 60611.
Compiles data on business operations.

National Sporting Goods Association, 717 North Michigan Avenue, Chicago, IL, 60611.
Manufacturers, wholesalers, retailers, and importers of athletic equipment, sporting goods and supplies.

Sporting Goods Agents Association, P.O. Box A, Morton Grove, IL, 60053.
Sporting goods representatives association.

Sporting Goods Manufacturers Association, 200 Castlewood Road, North Palm Beach, FL, 33408.
Manufacturers of athletic equipment and sporting goods.

Sports Foundation, 717 North Michigan Avenue, Chicago, IL, 60611.
Expands sports markets for the common business interests of every segment of the sporting goods industry.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Physiology

The American Physiological Society, 9650 Rockville Pike, Bethesda, MD, 20014.
Booklet available: Career in Physiology.

Recreation

International Recreation Association, 345 East 46th Street, New York, NY, 10017.
Information available.

National Association of State Outdoor Recreation, 6425 South Pennsylvania, Suite 11, Lansing, MI, 48910.
Information available.

National Industrial Recreation Association, 20 North Wacker Drive, Chicago, IL, 60606.
Employee activities and recreation directors for commerical and industrial firms.

National Park Service, Department of the Interior, Interior Building, Room 2328, 18th and C Streets, NW, Washington, DC, 20240.
Booklet available: Career Outlines.

National Recreation and Park Association, 1601 North Kent Street, Arlington, VA, 22209.
Booklet available: The Therapeutic Recreator. Varied information on therapeutic recreation.

Special Populations/Handicap

American Athletic Association for the Deaf, 3916 Lantern Drive, Silver Spring, MD, 20902.
Social outlet for deaf members and friends.

American Blind Bowling Association, 150 North Bellaire Avenue, Louisville, KY, 40206.
Bowling as a recreational activity for adult blind persons promoted.

Blind Outdoor Leisure Development, 533 East Main Street, Aspen, CO, 81611.
Activities developed for the blind.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest (Continued)

Special Populations/Handicap

International Committee of the Silent Sports, Gallaudet College, Washington, DC, 20002.
International sports competition for the deaf.

National Association for Retarded Citizens, 2709 Avenue E East, P.O. Box 6109, Arlington, TX, 76011.
Pamphlet available: "Found Your Sport in Life." About different careers for mentally retarded.

National Foundation for Happy Horsemanship for the Handicapped, Box 462, Malvern, PA, 19355.
Individuals who assist handicapped persons in their involvement with horses as a form of therapy and rehabilitation.

National Handicapped Sports and Recreation Association, 4105 East Florida Avenue, Third Floor, Denver, CO, 80222.
Amputees and other handicapped persons who are interested in participating in all kinds of sports.

National Paraplegia Foundation, 333 North Michigan Avenue, Chicago, IL, 60601.
Booklet available: Employment Opportunities for the Spinal Cord Injured Person.

National Wheelchair Athletic Association, 40-24 62nd Street, Woodside, NY, 11377.
Men and women who compete in various sports events in wheelchairs.

National Wheelchair Basketball Association, 110 Seaton Building, University of Kentucky, Lexington, KY, 40506.
Membership includes wheelchair basketball teams.

North American Biking for the Handicapped Association, c/o Leonard Warner, P.O. Box 100, Ashburn, VA, 22011.
Therapeutic riding for individuals with a handicap.

Special Olympics, 1701 D Street, NW, Suite 203, Washington, DC, 20006.
Physical education and athletics for the retarded.

United States Deaf Skiers Association, 159 Davis Avenue, Hackensack, NJ, 07601.
Skiing, both recreational and competitive, among the deaf and hearing impaired.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Therapy

American Association for Respiratory Therapy, 1720 Regal Row, Dallas TX, 75235.
Pamphlet available: "Respiratory Therapy...A Career for Now and the Future."

American Occupational Therapy Association, 6000 Executive Boulevard, Rockville, MD, 20852.
Varied information on occupational therapy.

American Physical Therapy Association, 1156 15th Street, NW, Washington, DC, 20005.
Pamphlet available: "Career Opportunities."

Guidance Center, 1000 Yonge Street, Toronto, Canada, M4W 2K8.
Booklet available: Occupational Therapist.

National Therapeutic Recreation Society, 1601 North Kent Street, Arlington, VA, 22209.
Brochure available: Service to Humanity. Also includes additional information to look up.

Trainers

Athletic Training Council, NAGWS, 1201 16th Street, NW, Washington, DC, 20036.
Booklet available: So You Want to Be A Trainer.

National Athletic Trainers Association, 112 South Pitt Street, P.O. Drawer 1865, Greenville, NC, 27834.
Pamphlet available: Athletic Training: Careers and Placement.

Women

Association for Intercollegiate Athletics for Women, 1201 16th Street, NW, Washington, DC, 20036.
Encourages excellence in performance.

National Association for Girls and Women in Sports, 1201 16th Street, NW, Washington, DC, 20036.
Members have interest in sports materials available.

Outdoor Women, 500 12th Street, NW, Washington, DC, 20024.
Serves the needs of women of all ages who wish to enhance their enjoyment of outdoors.

F. Associations/Organizations Addresses For Physical Education, Sport, and Related Fields

3. Special Interest

Women (Continued)

Sprint, 805 15th Street, NW, Suite 822, Washington, DC, 20005.
Organization to help women in sports. Information available.

Women's Athletics, P.O. Box 867, Wallingford, CT, 06492.
Publications for women in sports.

Women's Sports Foundation, 195 Moulton Street, San Francisco, CA, 94123.
Publications for women in sports.

Women's International Bowling Congress, 5301 South 76th Street, Greendale, WI, 53129.
Bowling for women.

Women Professional Bowlers Association, 205 West Wacker Drive, Suite 300, Chicago, IL, 60606.
Promotes bowling.

Miscellaneous

Amateur Athletic Union of the United States, 3400 West 86th Street, Indianapolis, IN, 46268.
Provides a means of identification and control of amateur participation in competitive events.

Camp Fire Girls, Inc., 4601, Madison Avenue, Kansas City, MO, 64112.
Varied programs available.

People-to-People Sports Committee, 98 Cutter Mill Road, Great Neck, NY, 11021.
International sports exchange to increase international good will and understanding.

YMCA, 291 Broadway, New York, NY, 10007.
Varied information available.

YWCA, 600 Lexington Avenue, New York, NY, 10022.
Pamphlet available: "The Challenge Ahead in the YWCA."

BIBLIOGRAPHY ADDENDUM

After June 1, 1980, the address for the American Alliance for Health, Physical Education, Recreation, and Dance will be:

AAHPERD
1900 Association Drive
Reston, Virginia 22091
General Phone Number: (703) 473-3400

National associations within the Alliance that you might want to write to for information are:

- American Association for Leisure and Recreation (AALR) promotes school, community and national programs of leisure services and recreation education.
- American School and Community Safety Association (ASCSA) emphasizes safety in sports and other safety concerns such as injury control, highway safety and first aid and emergency care.
- Association for the Advancement of Health Education (AAHE) works for continuing, comprehensive programs of health education. Position papers are developed on such health topics as certification, drug education and sex education.
- Association for Research, Administration and Professional Councils and Societies (AFAPCS) coordinates the following special interest structures: Aquatics; College/University Administrators; City and County Directors; Outdoor Education; Facilities, Equipment and Supplies; International Relations, Measurement and Evaluation; Physical Fitness; Therapeutics; and Student Members.
- National Association for Girls and Women in Sport (NAGWS) serves those involved in teaching, coaching, officiating, athletic administration, athletic training, club sports and intramurals at the elementary, secondary and college levels.
- National Association for Sport and Physical Education (NASPE) provides leadership opportunity in physical education and sports development and competition, consultation, publications, conferences, research and a public information program.
- National Dance Association (NDA) promotes the development of sound policies for dance in education through conferences, convention programs, special projects, publications and cooperation with other dance and art groups.

CONTRIBUTORS

CONTRIBUTORS

Alabama

Alton Harvey
Mobile County Public Schools
P.O. Box 1327
Mobile, AL 36601

Ghary M. Akers
771 Lawrence St. R. 251
Montgomery, AL 36104

Peggy Nelson
Athens City Schools
313 East Washington St.
Athens, AL 35611

Alaska

Theresa Tomczak
SR Box 20250
Fairbanks, AK 99701

Arizona

John Glur
WACOP
10331 N. 84th Avenue
Peoria, AZ 85345

Arkansas

Barbara Jo Bray
University of Arkansas
Dept. of Health, P.E. & Rec.
33rd and University
Little Rock, AR 72204

Charlene Farmer
600 Fernwood
N. Little Rock, AR 72116

California

Jean Bartelt
Dept. of Education
721 Capital Mall
Sacramento, CA 95814

Cheryl A. Hitchings
Calf. State University, LA
5151 State University Drive
Los Angeles, CA 90032

Phyllis Blatz
1556 Redding Way
Upland, CA 91786

Mary Jo Kohle
Chaffey Joint Union High S.
511 West 5th St.
Ontario, CA 91762

Carolyn Martin
Calf. State College
5500 St. College Parkway
San Bernardino, CA 92407

Doris Meyer
University of Pacific
Stockton, CA 95211

Nancy J. Negri
Las Plumas H.S.
2380 Las Plumas Avenue
Oroville, CA 95965

Jean Voznick
565 Gloria
Arcadia, CA 91006

Canada

Dick La Page
P.E. Consultant
411-1181 Portage Ave.
Winnipeg, Manitoba R3G073

Colorado

Bob Clayton
Colorado State University
Department of Physical Ed.
Fort Collins, CO 80523

Joyce Clayton
2417 E. Sheffield
Fort Collins, CO 80526

Dick Cozza
Smoky Hill High School
16100 E. Smokey Hill Rd.
Aurora, CO 80015

Connecticut

Bob Laemel
50 Oak Hill Lane
Woodbridge, CT 06565

Delaware

Barbara Kelly
University of Delaware
Newark, DE 19711

Robert Kraft
University of Delaware
Newark, DE 19711

District of Columbia

Frank Bolden
HPEAS Hayes School Building
5th and K St., N.W.
Washington, D.C. 20004

Glenora Cawley
1659 Harvard St., N.W.
Washington, D.C. 20036

Vinna L. Freeman
HPEAS Hayes School Building
5th and K St., N.W.
Washington, D.C. 20004

District of Columbia

Paula McPoland
3715 Military Rd.
Washington, D.C. 20038

Corinne Reider
Youthwork Inc.
805 15th St., N.W.
Washington, D.C. 20006

Jeanne Snodgrass
George Washington University
Smith Center #210
Washington, D.C. 20052

Carol Thompson
AAHPERD
Washington, D.C. 20036

Vera Winfield
1348 Shepherd St., N.E.
Washington, D.C. 20017

Florida

Ann H. McMichael
School Board of Brovard County
1320 S.W. 4th St.
Ft. Lauderdale, FL 33312

Georgia

Millard J. Fisher
Dekalb College
Division of Health, P.E., & Rec.
555 N. Indian Creek Drive
Clarkson, GA 30021

George M. Graham
University of Georgia
Physical Education Bldg.
Athens, GA 30602

Margaret A. Jones
Georgia State University
Department of HPRS
University Plaza
Atlanta, GA 30303

Georgia

Judy Mitchell
University of Georgia
Physical Education Building
Athens, GA 30602

Gladys Peck
Atlanta Public Schools
Curriculum Development Dept.
2930 Forest Hill Drive, S.W.
Atlanta, GA 30315

Betsy D. Stafford
2150 Groover Rd.
Marietta, GA 30062

Michael Tenoschok
Cob County Public Schools
1725 Bill Murdock Rd.
Marietta, GA 30062

Luke E. Thomas
Morehouse College
Department of Health and P.E.
Atlanta, GA 30314

Mary Womack
Atlanta City Area #4
978 N. Avenue
Atlanta, GA 30307

Hawaii

Delores Curtis
1939 St. Louis Drive
Honolulu, HI 96816

Idaho

Rick Kearns
Dept. of Education
Len B. Jordan Building
Boise, ID 87320

Illinois

Sheldon Fordham
University of Illinois
School of Physical Education
Chicago Circle
Chicago, IL 60680

Florence Grebner
George Williams College
Dept. of Physical Education
Downers Grove, IL 60515

Peter Johnson
Sycamore Community Schools
504 North Main Street
Sycamore, IL 60178

Frances Leimkuehler
Black Hawk College
6600 34th Avenue
Moline, IL 61265

Linda Jo McCabe
Sycamore High School
Spartan Trail
Sycamore, IL 60178

Indiana

Leah Gunderson
Tri Creek School
609 Burr St.
Lowell, IN 46356

Cathy Nordholm
State Building of Health
1330 W. Michigan
Indianapolis, IN 46206

Iowa

Ted Blaesing
Muscatine Comm. School Dist.
1403 Park Avenue
Muscatine, IA 52761

Becky Hendrickson
1804 E. 10th St. #23 B
Atlantic, IA 50022

Iowa

Paul L. Kabarec
Dept. of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Virginia Lahmiller
Davenport Community School
District
1001 Harrison St.
Davenport, IA 52803

Kansas

Donna Osness
1654 University Drive
Lawrence, KS 66044

Francis M. Rokosz
Intramural Recreational Play
Wichita State University
Wichita, KS 67208

Charma Shiroky
504 Pine
Hays, KS 67601

Kentucky

Allan Beane
Murray State University
Center for Innovation/Dev.
Murray, KY 42071

Nan Callery
Jefferson County Schools
675 River City Hall
Louisville, KY 40202

Louisiana

Gretchen McGee
State Dept. of Education
P.O. Box 44064
Baton Rouge, LA 70804

Maine

Marjorie Bither
Cabby College
Physical Education Department
30 Morrill Avenue
Waterville, ME 04901

Stephen Thompson
Department of Ed./Cultural
Service
Division of Instruction
Augusta, ME 04333

Maryland

Pat Barry
Montgomery County Public School
850 Hungerford Drive
Rockville, MD 20850

Mary Blann
Towson University
Dept. of PHysical Education
Burdick Hall
Towson, MD 21204

Jean Boyd
Anne Arundel County Schools
Annapolis, MD 21401

Lee Bowen
Prince George's County Schools
Career Education Center
3940 Elm St.
Upper Marlboro, MD 20870

Niel Carey
Maryland State Dept. of Education
P.O. Box 8717
BWI Airport
Baltimore, MD 21240

Ann Craft
University of Maryland
Dept. of Physical Education
College Park, MD 20742

Maryland

Thelma Daley
Baltimore County Public Schools
Perry Hall Sr. High
4601 Ebernezer Rd.
Baltimore, MD 21236

Laura Goldstein
Montgomery County Public Schools
Educational Service Building
850 Hungerford Dr.
Rockville, MD 20850

Dorotny Harvey
Prince George's County Public Schools
Instructional Services
Upper Marlboro, MD 20870

Hank Howe
Glen Arden Woods Elementary School
Glen Arden Parkway and Echoles Ave.
Lanham, MD 20801

Leslie Kiernan
5457 High Tide Ct.
Columbia, MD 21044

Lois Parker
Montgomery County Public Schools
Educational Service Building
850 Hungerford Dr.
Rockville, MD 20850

Laurie Priest
10221 Grand Avenue
Silver Spring, MD 20910

Laura Roberts
Paint Branch High School
14121 Old Columbia Pike
Burtonsville, MD 20730

Gerry Woofter
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850

Maryland

Sharma E. Wright
Montgomery Blair High School
313 Wayne Avenue
Silver Spring, MD 20907

Massachusetts

Charles F. Cicciarella
2 Fairmount Terrace
Wakefield, MA 01880

Lawrence R. Klar Jr.
University of Massachusetts
Leisure Studies & Resources
100 Hills North
Amherst, MA 01003

Bob Frederick
Bridgewater State University
Park Avenue
Bridgewater, MA 02324

Michigan

Dianne Driver
Michigan Dept. of Education
State Library Services
P.O. Box 30007
Lansing, MI 48909

Judy Helmker
2300 Wellington Dr.
Owosso, MI 48084

Mississippi

Walter Cooper
University of S. Mississippi
Box 5142 - S. Station (USM)
Hattiesburg, MS 39401

Missouri

John Gorman
University of Missouri
Department HPER
Columbia, MO 65211

Montana

Spencer Sartarius
Office of Public Instruction
State Capital
Helena, MT 59601

Nebraska

Jo Anne Owens
State Dept. of Education
301 Centennial Mall South
Lincoln, NE 68509

Nevada

Peggy Bowen
McDermitt Combination School
P.O. Box 98
McDermitt, NV 89421

New Hampshire

Gus Zaso
University of New Hampshire
227 Hewitt Hall
Durham, NH 03824

New Jersey

Leonard Lucenko
Montclair State College
Upper Montclair, NJ 07403

Michele Quinn
20 Brighton Avenue
Spring Lake, NJ 07762

New Jersey

Sandra Wilbur
Tenafly Public Schools
Tanafly, NJ 07670

New Mexico

Paul Klemm
Department of HPER
University of New Mexico
Albuquerque, NM 87131

New York

Lee Belrose
Plainview High School
Plainview, NY 11803

George Grover
State Dept. of Education
Physical Education
Albany, NY 12341

Bernie Hungerford
The State Education Dept.
Physical Education and Recreation
Albany, NY 12341

Carol E. Plimpton
Lake Placid Elementary School
Old Military Road
Lake Placid, NY 12946

Gail A. Rothman
Nat. Tech. Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

North Carolina

Rex Hardy
Alamance
609 Ray Street
Graham, NC 27701

North Carolina

Robert N. Horrocks
J.C. Price Elementary
400 West Wittington
Greensboro, NC 27406

Angela Lumpkin
University of North Carolina
205 Wollen Gym.
Chapel Hill, NC 27511

Margaret C. Seagraves
WB Wicker School
Sanford, NC 27330

North Dakota

Tom Barnhart
North Dakota St. University
Fargo, ND 58102

Marty Johnson
Mayville State College
Mayville, ND 58257

Ohio

Bonnie Garner
8700 Broadview Rd.
Broadview Heights, OH 44147

Ron Marquadt
Shaw Elementary
2940 Dayton-Xenia Rd.
Xenia, OH 45385

Ginny Petrucha
Pine Elementary
4267 Dover Center
North Olmsted, OH 44070

Sally Parent Sakola
Bowling Green State University
Bowling Green, OH 43403

Ohio

Caroline Zimmerman
Whittenburg University
Springfield, OH 45501

Oklahoma

Kathleen Black
4226 N.W. 19th
Oklahoma City, OK 73107

Harvey Tedford
Oliver Hodge Building
State Dept. of Education
Oklahoma City, OK 73105

Oregon

Carol Hines
6880 S.W. 104th St.
Apartment 4
Beaverton, OR 97005

Charlotte L. Lambert
Oregon State University
Physical Education Department
Corvalis, OR 97331

W. L. Wyckoff
Oregon State University
Physical Education Department
Corvalis, OR 97331

Pennsylvania

Jane D. Adair
408 W. Durham St.
Philadelphia, PA 19119

Robert Aerbersold
Slippery Rock State College
R.R. #4
Slippery Rock, PA 16057

John Christopher
State Department of Education
P.O. Box 911 Room 570
Harrisburg, PA 17126

Pennsylvania

Susie Knierim
Slippery Rock State College
Slippery Rock, PA 16057

Billie Wright
Temple University
Philadelphia, PA 19121

Rhode Island

Arthur Tartaglione
State Department of Instruction
Roger Williams Building, R-222B
Hayes Street
Providence, RI 02908

South Carolina

Mike Collins
Furman University
Greenville, SC 29613

Peter Werner
University of South Carolina
Physical Education Center
Columbia, SC 29208

South Dakota

Charles Spencer
University of South Dakota
Department of Physical Education
Vermillion, SD 57069

Tennessee

Daniel Campbell III
Memphis City Schools
2597 Avery Street
Memphis, Tn 38112

Texas

Linda Bain
University of Houston
Department HPER
Houston, TX 77004

Patsy W. Martin
Nacogdoches Independent School
District
P.O. BOX 1521
Nacogdoches, TX 75961

Utah

Keith Henchen
University of Utah
Salt Lake City, UT 84112

Robert Leake
250 E. 500 South
Salt Lake City, UT 84111

Vermont

Hanna Burner
State Dept. of Education
State Office Building
Montpelier, VT 05602

Virginia

Fatima Ballesteros
3911 Bruce St. Apt. #22
Alexandria, VA 22305

Sharem Balthaser
James Polk Elementary School
5000 Park Avenue
Alexandria, VA 22304

Bill Blair
Alexandria City Schools
G.W. Administrative Annex
950 Mt. Vernon Avenue
Alexandria, VA 22301

Virginia

William Bosher
Virginia Dept. of Education
Box 6 Q
Richmond, VA 23216

Kathy Cockrill
Fairfax County Schools
6131 Willston Dr.
Falls Church, VA 22044

Lou Cook
907 Crescent Drive
Alexandria, VA 22302

William Dudley
Page County Public Schools
Post Office Building
Luray, VA 22835

Diane Gould
488 N. Pickett
Alexandria, VA 22306

Nancy Joiner
James Polk Elementary School
Alexandria, VA 22304

Carolyn Keith-Henes
404 Prince St.
Alexandria, VA 22314

Ross Merrick
4739 Neptune Drive
Mt. Vernon, VA

Ruth Petkoff
Arlington Career Center
816 S. Walter Reed Dr.
Arlington, VA 22310

Sharon Serine
Dinwiddie Elementary School
Dinwiddie, VA 22841

MG. Sholtis
Christopher Newport College
P.O. Box 6070
Newport News, VA 23602

Virginia

Donna Westemeyer
5226 Land Grave Lane
Springfield, VA 22151

Washington

Stan Jacobson
Tacoma Public Schools
Box 1357
Tacoma, WA 98401

Vickie Kinzel
Cashmere Middle School
210 S. Division
Cashmere, WA 98815

West Virginia

Dana Brooks
West Virginia University
Coliseum, Office #260
Morgantown, WV 26506

Al Canonico
W. Va. Department of Education
Capitol Building #6 B 318
Charleston, WV 25305

Wisconsin

Bob McLaughlin
Milwaukee Public Schools
P.O. Box 10K
Milwaukee, WI 53201

Diane Rogalski
Lincoln Elementary School
237 S. Sawyer Street
Shawano, WI 54166

Wyoming

Walter Ricketts
SDE Hathway Building
Cheyenne, WY 82002

Kay Ward
706 12th Street
Wheatland, WY 82201

STRATEGY IDEAS

Specific ideas were contributed by these school systems:

Chaffey Joint Union High School District
Ontario, CA 91762

Davenport Commerce School District
Davenport, IA

Montgomery Blair High School
Silver Spring, MD

Tri County Schools
Lowell, IN

DISCRIMINATION PROHIBITED

Title IX of the Education Amendments of 1972, Public Law 92-318 states:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Section 504 of the Rehabilitation Act of 1972 states:

> "Any program or activity which receives Federal financial assistance 1) may not exclude qualified handicapped persons from aids, benefits or services; 2) must provide equal opportunity to participate or benefit; 3) must provide services as effective as those provided to the nonhandicapped; and 4) may not provide different or separate services except when necessary to provide equally effective benefits."

Therefore, any education program or activity receiving Federal financial assistance, or part of a larger entity which receives Federal financial assistance, must be operated in compliance with these laws.